

World-Class Instructional Design and Assessment



**Annual Technical Report for
ACCESS for ELLs
Paper English Language Proficiency Test
Series 403, 2018–2019 Administration**

Annual Technical Report No. 15B

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Center for Applied Linguistics

Language Assessment Division
Psychometrics and Quantitative Research Team

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Executive Summary

This is the 15th annual technical report on the ACCESS for ELLs English Language Proficiency Test and the fourth report since the assessment has been offered in both Paper and Online formats.

This technical report is produced as a service to members and potential members of the WIDA Consortium. The technical information herein is intended for use by those who have technical knowledge of test construction and measurement procedures, as stated in *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014).

ACCESS for ELLs is intended to assess reliably and validly the English language development of English language learners (ELLs) in Grades K–12 according to the WIDA 2012 Amplification of the English Language Development Standards Kindergarten–Grade 12 (WIDA Consortium, 2012). Results on ACCESS for ELLs are used by WIDA Consortium states for monitoring the progress of students, for making decisions about exiting students from language support services, and for accountability. WIDA additionally provides screening instruments for initial identification purposes; however, decision processes on how these are incorporated into identification decisions are at individual states' discretion.

ACCESS for ELLs assesses students in the four domains of Listening, Reading, Writing, and Speaking, as required by federal law (Elementary and Secondary Education Act of 1965, amended 2015; §1111(b)(1)(F); §1111(b)(2)(G)) and provides composite scores as required by the same statute (§3121).

ACCESS for ELLs Online Series 403 was administered in school year 2018–2019 in 35 states, the Bureau of Indian Education, the District of Columbia, the Commonwealth of the Northern Marianas, and the United States Virgin Islands, for a total of 39 state entities (henceforth “states”).

The Series 403 Paper data set included the results of 533,584 students. The largest grade was Kindergarten with 232,764 students, while the smallest was Grade 12 with 8,826 students. Of the participating WIDA states, the largest was Florida with 274,210 students, while the smallest was the Commonwealth of the Northern Marianas with 53 students.

ACCESS for ELLs Series 403 was offered in two administrative formats, an online format (Grades 1–12) and a paper format (Kindergarten–Grade 12). The current report (WIDA ACCESS Technical Report 15B) provides technical information pertaining to ACCESS for ELLs Series 403 Paper. A second report (WIDA ACCESS Technical Report 15A) provides technical information for the ACCESS for ELLs Series 403 Online assessment.

Part 1:
Purpose, Design, Implementation

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1. Purpose and Design of ACCESS

1.1. Purpose

The overarching purpose of ACCESS for ELLs is to assess the developing English language proficiency of English language learners (ELLs) in Grades K–12 in the United States as defined by the multistate WIDA Consortium, first in the English Language Proficiency Standards (Gottlieb, 2004; WIDA Consortium, 2007) and then in the amplified 2012 English Language Development (ELD) Standards (WIDA Consortium, 2012). The WIDA ELD Standards, which correspond to the academic language identified in state academic content standards, describe six levels of developing English language proficiency and form the core of the WIDA Consortium’s approach to instructing and testing ELLs. ACCESS may thus be described as a standards-based English language proficiency test designed to measure the social and academic language proficiency of ELLs in English. It assesses social and instructional English as well as the academic language associated with language arts, mathematics, science, and social studies within the school context across the four language domains (Listening, Reading, Writing, and Speaking).

Other major purposes of ACCESS include

- Identifying the English language proficiency level of students with respect to the WIDA ELD Standards used in all member states of the WIDA Consortium
- Identifying students who have attained English language proficiency
- Assessing annual English language proficiency gains using a standards-based assessment instrument
- Providing districts with information that will help them to evaluate the effectiveness of their language instructional educational programs and determine staffing requirements
- Providing data for meeting federal and state statutory requirements with respect to student assessment
- Providing information that enhances instruction and learning in programs for English language learners

ACCESS for ELLs is offered in two formats: ACCESS Paper, described in this report, and ACCESS Online, described in a companion report.

1.2. The WIDA Standards

Five foundational WIDA ELD Standards inform the design, structure, and content of ACCESS for ELLs:

- *Standard 1:* ELLs communicate in English for **Social and Instructional** purposes within the school setting.
- *Standard 2:* ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- *Standard 3:* ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- *Standard 4:* ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- *Standard 5:* ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

For practical purposes, the five Standards are abbreviated as follows in this report:

- Social and Instructional Language: SIL
- Language of Language Arts: LoLA
- Language of Math: LoMA
- Language of Science: LoSC
- Language of Social Studies: LoSS

Every selected-response item and every performance-based task on ACCESS for ELLs targets at least one of these five Standards. In the case of some test items and tasks, the Standards are combined as follows:

- Integrated Social and Instructional Language (SIL), Language of Language Arts (LoLA), and Language of Social Studies (LoSS): IT
- Language of Math (LoMA) and Language of Science (LoSC): MS
- Language of Language Arts (LoLA) and Language of Social Studies (LoSS): LS

1.3. The WIDA Proficiency Levels

The WIDA ELD Standards describe the continuum of language development via five language proficiency levels (PLs) that are fully delineated in the WIDA ELD Standards document (WIDA Consortium, 2012), with scores indicating progression through each level. These levels are *Entering*, *Emerging*, *Developing*, *Expanding*, and *Bridging*. There is also a final stage known as *Reaching*, which is used to describe students who have progressed across the entire WIDA English language proficiency continuum; as such, scores do not indicate progression through this level. The proficiency levels are shown graphically in Figure 1.

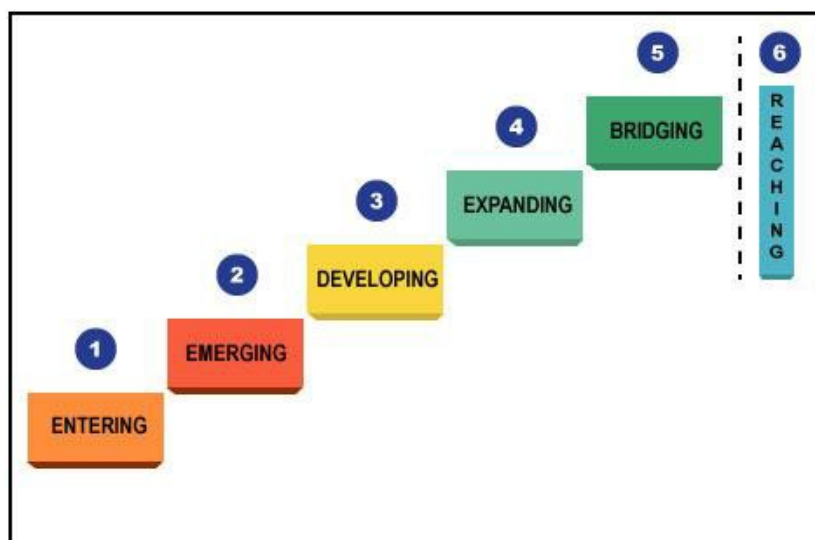


Figure 1. The language proficiency levels of the WIDA ELD Standards.

These language proficiency levels are embedded in the WIDA ELD Standards in a two-pronged fashion.

First, they appear in the **performance definitions**. According to the WIDA ELD Standards, the performance definitions provide a global overview of the stages of the language acquisition process. As such, they complement the **model performance indicators** (MPIs; see below) for each language proficiency level. The performance definitions are based on three criteria: (a) vocabulary usage at the word/phrase dimension; (b) language forms and conventions at the sentence dimension; and (c) linguistic complexity at the discourse dimension. Vocabulary usage refers to students' increasing comprehension and production of the technical language required for success in the academic content areas. Language forms and conventions refers to the increasing development of phonological, syntactic, and semantic understanding in receptive skills or control of usage in productive language skills. Linguistic complexity refers to students' demonstration of oral interaction or writing of increasing quantity and variety.

Second, the language proficiency levels of the WIDA ELD Standards are represented through connections to the accompanying MPIs, which exemplify the Standards. The MPIs describe the expectations for ELL students in each of the five Standards, by grade-level cluster, across the four language domains. That is, an MPI at each of the five language proficiency levels can be found within each combination of Standard, grade-level cluster, and language domain. *Reaching* (PL 6) represents the end of the continuum rather than another level of language proficiency. The sequence of these five MPIs together describes a logical progression and accumulation of skills on the path from the lowest level of English language proficiency to full English language proficiency for academic success. The grouping of five MPIs in logical progression is called a "strand."

ACCESS for ELLs is based on individual MPIs organized into strands within the WIDA ELD Standards. Each selected-response item or performance-based task on ACCESS for ELLs is

carefully developed, reviewed, piloted, and field tested to ensure that it allows students to demonstrate accomplishment of the targeted MPI.

1.4. Language Domains

The WIDA ELD Standards describe developing English language proficiency for each of the four language domains: Listening, Reading, Writing, and Speaking. Thus, ACCESS for ELLs contains four sections, each assessing an individual language domain.

1.5. Grade-Level Clusters

The grade-level cluster structure for ACCESS for ELLs Paper is as follows: K, 1, 2, 3, 4–5, 6–8, 9–12.

In the lower grades (Grades 1–5), test forms may be shared across grade-level clusters. As described in Section 2.3.1. below, the Listening and Reading tests were developed prior to the launch of the 2016 operational administration, which represented the shift to the new cluster structure of Online ACCESS. Earlier ACCESS tests had a cluster structure that differs from that of the current ACCESS items in newer development, in the lower grades. The Speaking and Writing tests were developed using the ACCESS Online cluster structure. ACCESS Paper clusters, therefore, bridge the cluster structure of the older ACCESS assessments and ACCESS Online. For example, the Cluster 2 tests in the domains of Reading and Listening are the same test forms as the Cluster 1 tests. The Cluster 2 tests in the domains of Speaking and Writing are the same test forms as the Cluster 3 tests in these domains.

Table 1 details the grade-level cluster structure of ACCESS Paper and the shared forms across clusters.

Table 1

ACCESS Paper Grade-Level Clusters and Shared Forms Across Clusters

ACCESS Paper Grade-level Clusters	Shared Test Forms (Listening and Reading)	Shared Test Forms (Speaking and Writing)	Grade
K	K	K	K
1	Cluster 1 and Cluster 2	Cluster 1	1
2		Cluster 2 and Cluster 3	2
3	Cluster 3 and Cluster 4–5		3
4–5	Cluster 3 and Cluster 4–5	Cluster 4–5	4
			5
6–8	Cluster 6–8	Cluster 6–8	6
			7
			8
9–12	Cluster 9–12	Cluster 9–12	9
			10
			11
			12

Note that in our analyses of student participation in the assessment (Part 2 Chapter 1), analysis is conducted by cluster (K, 1, 2, 3, 4–5, 6–8, 9–12). In our analyses of test forms (Part 2 Chapter 2), analysis is conducted by test form (i.e., in Listening and Reading, a single analysis is conducted for the Cluster 1 and Cluster 2 form). These analyses are presented by cluster; if a table of results pertains to more than one cluster, it is repeated in each cluster.

1.6. Tiers

Tests must be at the appropriate difficulty level for individual test takers in order to be valid and reliable. While the grade-level cluster structure is a design feature intended to ensure that the language expectations are developmentally appropriate for children at different age ranges, it is also important to attend to students' differing levels of language proficiency within each grade-level cluster. As one might expect, test items and tasks that allow Entering (PL 1) or Emerging (PL 2) students to demonstrate accomplishment of the MPIs at their proficiency level will not allow Expanding (PL 4) or Bridging (PL 5) students to demonstrate the full extent of their language proficiency. Likewise, items and tasks that allow Expanding (PL 4) and Bridging (PL 5) students to demonstrate accomplishment of the MPIs at their level would be far too challenging for Entering (PL 1) or Emerging (PL 2) students. Items that are far too easy for test takers may be boring and lead to inattentiveness on the part of students; items that are far too difficult for test takers may be frustrating and discourage them from performing their best. But more importantly, items that are too easy or too hard for a student add very little to the accuracy or quality of the measurement of that student's language proficiency.

ACCESS is designed so that test forms are appropriate to the proficiency level of individual students across the wide range of proficiencies described in the WIDA ELD Standards. Test forms are constructed at either Tier A (for students at beginning levels of English proficiency), or Tier B/C (for students at higher proficiency levels). Each Grade 1–12 test taker takes either the Tier A form or the Tier B/C form. The Kindergarten assessment is not tiered.

In Listening and Reading, Tier A has items and tasks designed to allow students at the lowest language proficiency levels (PLs 1 and 2) to meet the WIDA ELD Standards at their language proficiency levels, and it includes some items targeted to PL 3. Tier B/C tests include items constructed to target Proficiency Levels 2 (Emerging) through 5 (Bridging).

In the domain of Writing, Tier A forms include tasks written to elicit language up to PL 3, and Tier B/C forms include tasks written to elicit language up to PL 4 or PL 5. In the domain of Speaking, students at early levels of proficiency take the Tier A form, with tasks designed to elicit language at PL1 and PL3; and more proficient students take the Tier B/C form, with tasks designed to elicit language at PL3 and PL5.

2. Test Development

2.1. Test Design

This section provides information on the tier structure of the two forms of Paper ACCESS (Tier A and Tier B/C) and the design of each form. Note that this section applies to ACCESS Paper Grades 1–12. For detail on Kindergarten, see Section 2.4 below and the technical report on the development of the Kindergarten static form (MacGregor et al., 2009).

2.1.1. Listening

In the domain of Listening, for each grade-level cluster, there are two test forms. Tier A forms have six folders of three items each, for a total of 18 items, and Tier B/C forms each have seven folders of three items each, for a total of 21 items. Figure 2 presents the Listening test design, showing the distribution of folders by Standard for each tier. In this figure, each small gray box represents an item. The items are grouped together in thematic folders of three items that assess the same Standard. Tier A items are targeted to Proficiency Levels 1–4, and Tier B/C items are targeted to Proficiency Levels 2–5.

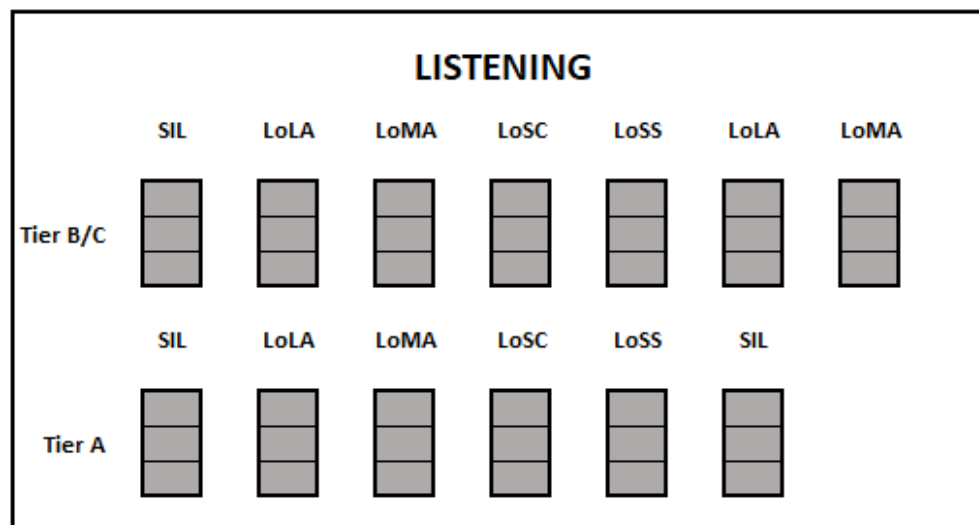


Figure 2. Distribution of items by Standard for each tier of the Listening test.

2.1.2. Reading

In the domain of Reading, for each grade-level cluster, there are also two test forms, a Tier A form and a Tier B/C form. Tier A forms have eight folders of three items each, for a total of 24 items, and Tier B/C forms have nine folders of three items each, for a total of 27 items. Figure 3 presents the Reading test design, showing the distribution of folders by Standard for each tier. In this figure, each small gray box represents an item. The items are grouped together in thematic

folders of three items that assess the same standard. Tier A items are targeted to Proficiency Levels 1–4, and Tier B/C items are targeted to Proficiency Levels 2–5.

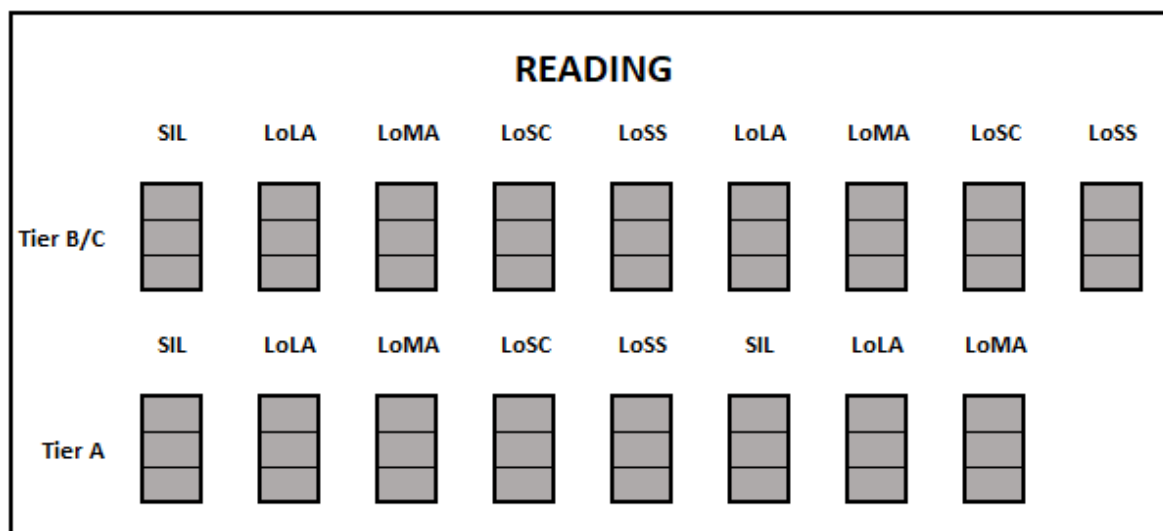


Figure 3. Distribution of items by Standard for each tier of the Reading test.

2.1.3. Writing

In the domain of Writing, for each grade-level cluster, there are two test forms. There is one test form for Tier A and one for Tier B/C. Tier A consists of tasks written to elicit language up to PLs 3, while Tier B/C is designed to elicit language up to PL 4 or 5. However, for both tiers of the test, all tasks are scored using the entire breadth of the scoring scale. Therefore, students can theoretically score anywhere from 0 to 9 on any task (in terms of the raw scores in the scoring scale), although the design of some tasks naturally limits the possible scores. For example, Tier A tasks are not designed to elicit extended responses, so although the tasks are scored using the entire scale, these tasks do not elicit language above PL 4. Likewise, although Tier B/C tasks are designed to elicit extended discourse so that students can display proficiency at PL 4, PL 5, or even PL 6, some students will score throughout the proficiency range. With the exception of Grade 1 Tier A, both tiers consist of three tasks. Grade 1 Tier A has four tasks. Figure 4 and Figure 5 present the Writing test design, showing the distribution of tasks for each tier. In these figures, each colored box represents a task. The number in the box represents the targeted proficiency level of the task.

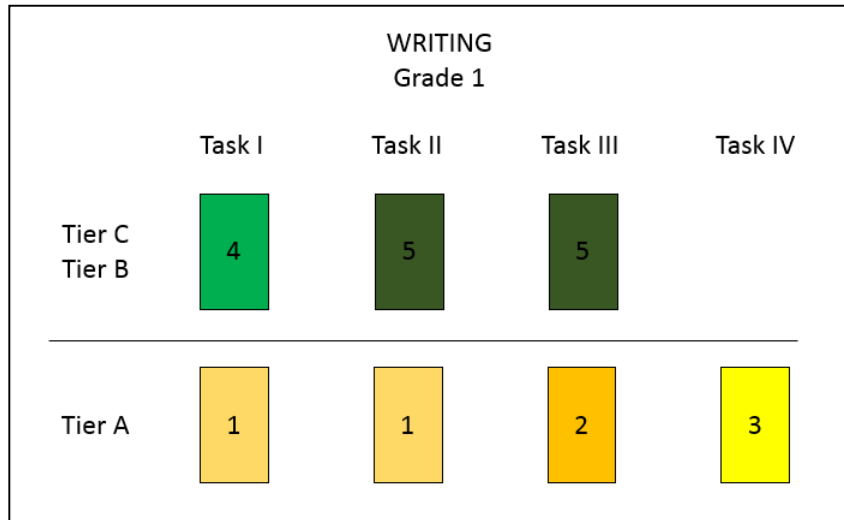


Figure 4. Distribution of tasks by targeted proficiency level for each tier of the Grade 1 Writing test.

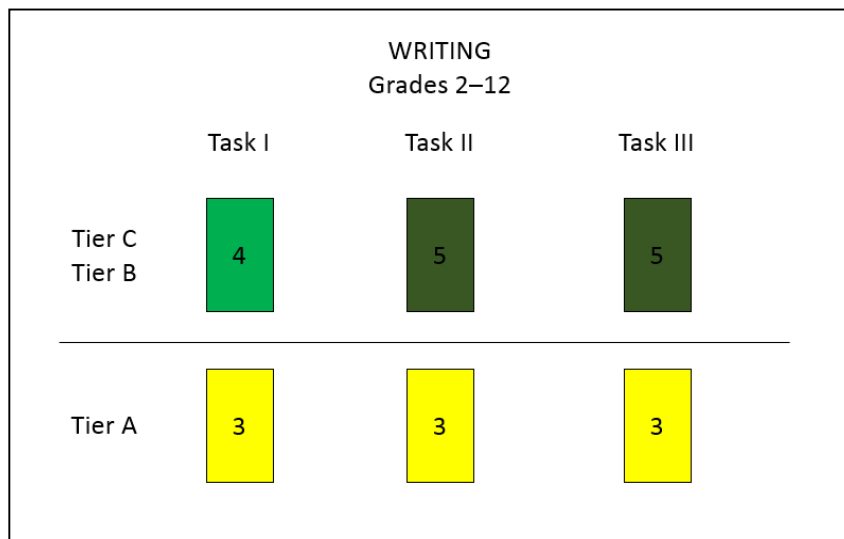


Figure 5. Distribution of tasks by targeted proficiency level for each tier of the Grades 2–12 Writing test.

2.1.4. Speaking

In the domain of Speaking, for each grade-level cluster, there are two test forms: one for Tier A and one for Tier B/C. All speaking tasks are constructed-response tasks. Tier A includes tasks that target language elicitation at PLs 1 and 3. Tier B/C includes tasks that target language elicitation at PLs 3 and 5. Each test form consists of three thematic folders, each with two tasks, for a total of six tasks. Figure 6 shows the structure of the Speaking test.

	SIL	LoLA/SS	LoMA/Sc																																				
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Figure 6. Distribution of tasks for each tier of the Speaking test.

2.2. Test Development and Field Testing

Development of ACCESS Series 400 Paper marked the transition point from the original ACCESS testing program, which was entirely paper based, to the launch of ACCESS in both Online and Paper formats. Development for ACCESS Series 403 Paper continues to reflect this transition. The Listening and Reading items for ACCESS Series 403 Paper were developed prior to the launch of ACCESS Online, when ACCESS was entirely paper based. Most Writing tasks were developed for ACCESS when it was entirely paper based; however, a small subset of Writing tasks on ACCESS Series 403 Paper were developed as online tasks that were subsequently laid out for administration as paper-based tasks. The Speaking tasks were developed and field tested as online tasks before being laid out for administration as paper tasks. The general process of item writing and editing, and of item content, bias, and sensitivity reviews, remains similar across these transitions. Trained item writers work from item specifications to draft items within a thematic folder. After initial development, folders are screened at CAL, and those that are approved for further development undergo a rigorous process of internal development and review, including reviews by standards experts and extensive fact checking. During this phase, images and other ancillary materials, such as scripts and directions, are produced.

After items are internally refined, they are reviewed by two panels: a content review panel and a bias and sensitivity review panel. The panels consist of specially trained educators with culturally and linguistically diverse backgrounds from WIDA Consortium states. Items are submitted to the content review panel to ensure that the content is accessible and relevant to students in the targeted grade-level cluster and at the targeted proficiency level and that each item or task matches the MPI from the WIDA ELD Standards that it is intended to assess. The bias and sensitivity review panel ensures that test items are free of material that (1) might favor any subgroup of students over another on the basis on gender, race/ethnicity, home language, religion, culture, region, or socioeconomic status, and (2) might be upsetting to students. Bias

and sensitivity panelists are educators with culturally and linguistically diverse backgrounds who have experience interacting with English learners from a range of cultural, regional, religious, linguistic, ethnic, and socioeconomic backgrounds. Based on their recommendations, the items are revised as necessary.

Note that this section applies to ACCESS Paper Grades 1–12. For detail on Kindergarten, see Section 2.4 below and the technical report on the development of the Kindergarten static form (MacGregor et al., 2009).

2.2.1. Listening and Reading

The Listening and Reading items for ACCESS Series 403 Paper were created prior to the launch of ACCESS Online Series 400 and were created when ACCESS was entirely paper based. ACCESS was first field tested in 2004, and from 2004 to 2014, development continued for ACCESS, culminating in Series 303, operational in 2014–2015. For further detail on this original field test and on the processes for ongoing item development from 2004 to 2014, see the ACCESS for ELLs Technical Reports, particularly ACCESS for ELLs Technical Report No. 1, *Development and Field Test of ACCESS for ELLs* (Kenyon, 2006) and *Annual Technical Report for ACCESS for ELLs® English Language Proficiency Test, Series 303* (Center for Applied Linguistics, 2016).

In all grade clusters, the Tier A Listening and Reading forms are static forms. The Listening and Reading tests for ACCESS Series 403 Paper are composed of the same sets of items, across all grade-level clusters and tiers, as ACCESS Series 401 Paper, which in turn is the same set of forms for Listening and Reading Tier A as ACCESS Series 303, with the exception that the cluster structure has been updated (see Section 1.5 above).

In all grade clusters, the Tier B/C forms in Listening and Reading are new forms for Series 403, but are composed of items that were previously operational in Series 400 and 401 and that were developed, as described above, during the development cycles when ACCESS was entirely paper based. Beginning with Series 403, to streamline operational administration, the ACCESS Paper Listening and Reading Tier B and Tier C tests were combined to create a new Tier B/C test in Listening and in Reading for each grade-level cluster.

In order to select these new forms, the pool of Listening and Reading Paper Tier B and Tier C items that were administered to the Series 401 and Series 400 populations was recalibrated using the population data (see Part 2 Section 2.7 for more information on the recalibration). A forms selection meeting was conducted in early 2018, prior to the operational administration of Series 403. Staff from WIDA and CAL reviewed the pool of items in Series 401 and 400 Listening and Reading Tier B and Tier C and selected two new static Tier B/C forms for each grade-level cluster in Listening and Reading—one for use in Series 403 and the other for use in the following operational school year. Forms were selected to maintain the coverage of WIDA ELD

Standards as called for in the test design and to ensure inclusion of items of sufficient difficulty to measure students in the Tier C range.

2.2.2. Writing

For Writing tasks, after external bias, sensitivity, and content reviews, tasks are subject to small-scale tryouts, led by CAL staff. In these tryouts, candidate folders are administered to students; student responses, as well as observations and interviews, inform further revisions to the folders. If tasks are deemed appropriate after tryouts, they then move to the field testing stage.

The Writing test for ACCESS Series 403 Paper is one of two static rotating forms. Writing Series 403 Paper is composed of the same set of items, across all grade-level clusters and tiers, as ACCESS Series 401 Paper and Online. The other static rotating form is the same set of items, across all grade-level clusters and tiers, as ACCESS Series 400 Paper and Online.

The Writing test for ACCESS Series 401 Paper and Online is composed of writing tasks from two sources. The first source is Writing tasks developed for Series 400, the first year in which ACCESS was offered in both Online and Paper formats. These tasks originally appeared on versions of ACCESS operational prior to Series 400, and they were adapted to be field tested in the online mode for ACCESS Series 400 Online. Writing field-tested tasks that were selected for use on the ACCESS Series 400 Online operational test were then laid out for presentation on ACCESS Series 400 Paper. A subset of these tasks continued to Writing Series 401 Paper. The second source for tasks on Writing Series 401 Paper is tasks that were field tested in a small-scale standalone field test prior to Series 401. The main purposes of this small-scale field testing were to (1) confirm that the tasks were functioning as intended, (2) identify preliminary exemplars that had the potential to be turned into anchors in operational scoring, and (3) inform the rating of the tasks when they became operational. For further detail on this field test, see the Series 401 Online ACCESS technical report (Center for Applied Linguistics, 2018).

2.2.3. Speaking

The Speaking test for ACCESS Series 403 Paper is likewise one of two static rotating forms. Speaking Series 403 Paper is composed of the same set of items, across all grade-level clusters and tiers, as ACCESS Series 401 Paper and Online. The other static rotating form is based on ACCESS Series 402 Paper.

The Speaking test for ACCESS Series 401 Paper was developed to be shared across the Online and Paper versions of ACCESS. Speaking tasks have some differences in presentation between

Online and Paper. In addition, the Paper test does not include the Speaking tier Pre-A, which is included on the Online test.¹

The development of Series 401 Online and Paper Speaking tasks followed the same trajectory as Writing, but unlike Writing, all Speaking tasks undergo large-scale field testing using the computer-based test format. Speaking tasks undergo both quantitative and qualitative analyses following the field test to determine their appropriateness for inclusion in the next year's operational test. After field testing, the Speaking tasks are then produced in the paper-based format.

2.3. Item and Task Design

This section describes how items and tasks are designed in order to collect the necessary evidence required for the purposes of the assessment. Items and tasks are discussed by language domain. Note that this section applies to ACCESS Paper Grades 1–12. For detail on the item and task design for Kindergarten, see Section 2.4 below and the technical report on the development of the Kindergarten static form (MacGregor, Kenyon, Gibson, & Evans, 2009).

2.3.1. Listening Items

All Listening items are multiple choice and are designed to be group administered.

All Listening items include a prerecorded stimulus passage and question stem. Listening items are selected-response items, with one key and two distractors as answer choices. Answer choices are primarily illustrations; for Grades 2–12, items that test listening proficiency at PLs 3–5 may consist of short written text response options that are written to be about two PLs lower than the targeted PL of the Listening item.

Each item on the Listening test is written to target the language of one of the five WIDA ELD Standards and to test a student's ability to process language at one of the five fully delineated proficiency levels. *Folders* group together three test items that are written around a common theme, with each item targeting a progressively higher proficiency level.

In ACCESS Paper, the Listening tests have a Tier A and a Tier B/C form for each grade-level cluster; students are placed into the tier based on a decision made at the school or district level.

Listening items are developed so that each folder appears on a two-page spread in a test booklet, although some folders go onto a third page. Scripts containing the item orientation, stimulus, and question stem are audio recorded with professional voice actors and produced by a professional recording studio. Audio playback of test item content is done via audio CD, and explicit

¹ Students with very low ability levels in the Listening and Reading domains are routed to the Pre-A tier for Speaking on the Online test. The purpose of the Pre-A tier is to reduce the affective impact of the test on these students. As the Paper test is not adaptive, there is no way to route these students to Pre-A for Paper.

instructions on starting and pausing the CD are provided in the Test Administrator’s Script and the Test Administrator Manual.

Listening items are centrally scored by Data Recognition Corporation (DRC) via an automated process.

2.3.2. Reading Items

All reading items are multiple choice and are designed to be group administered.

Reading items are similar in format to Listening items. Reading items are selected-response items, with one key and either two or three distractors, depending on grade-level cluster and targeted proficiency level. For Grades 1 and 2, all items have a key and two distractors. For Grades 3, 4–5, 6–8, and 9–12, items targeting PLs 1 and 2 have a key and two distractors, and items targeting PLs 3, 4, and 5 have a key and three distractors.

The stimulus for Reading items is written text, and answer choices primarily are also written text, though for Grades 1–12 response options for items targeting PLs 1, 2, and 3 may be illustrations rather than text. As with Listening items, Reading items are grouped into thematic folders of three test items each. In ACCESS Paper, the Reading tests have a Tier A and a Tier B/C form for each grade-level cluster; students are placed into the tier based on a decision made at the school or district level.

Reading items are centrally scored by DRC via an automated process.

2.3.3. Writing Tasks

All writing tasks are constructed response tasks and are designed to be group administered. Students write responses by hand in Paper booklets.

Writing tasks are designed to elicit language corresponding to one or more of the WIDA ELD Standards. Tasks appearing on the Tier A test form are designed to give students the opportunity to produce writing samples that fulfill linguistic expectations up to PL 3. As described in Section 2.1.3. above, these tasks are scored using the entire breadth of the scoring scale, therefore students may achieve proficiency levels higher than PL 3, although the tasks are not designed to elicit extended responses, so the scores are limited by task design. Tasks appearing on the Tier B/C form are designed to give students the opportunity to produce writing samples that fulfill linguistic expectations up to PL 4 or 5. Again, although these tasks are designed to elicit extended responses, they are scored on the entire breadth of the scoring scale, so students’ actual performances may extend above or below the PL 4–5 range.

In the spirit of providing maximal support and making every provision to ensure that students are given the opportunity to demonstrate the full extent of their written English language proficiency, modeling is sometimes used to make task expectations as clear as possible to students. For example, the first of a series of questions may already be partially completed, or a

sentence starter may be provided. In Grades 1–5, a word box may be provided, depending on the grade level, targeted proficiency level, and task.

For all grade clusters and tiers, the Writing test is group administered by a live test administrator. The test administrator reads instructions aloud from the Test Administrator’s Script and monitors student progress through the test. For all grade clusters and tiers, the students hand-write their answers in the same test booklet containing the Listening and Reading tests.

2.3.4. Speaking Tasks

The Speaking test is administered individually to each test taker. The test is media delivered. Students listen to an audio recording of the test input while following along in a test booklet.

Stimuli on the Speaking test include graphics, audio, and text, presented in a test booklet as a series of “speech bubbles” from the perspective of the virtual test administrator (VTA) and virtual model student. All text is multimodal, presented both in the test booklet and read aloud on the audio CD. Scripts containing the task content are audio recorded with professional voice actors and produced by a professional recording studio. Audio playback of test item content is done via audio CD, and explicit instructions on starting and pausing the CD are provided in the Test Administrator’s Script and the Test Administrator Manual.

The CD audio stimuli are presented in terms of a VTA. The VTA serves as a narrator who guides students through the test and acts as a virtual interlocutor. The VTA is introduced to students during the test directions in order to establish the testing context.

Task modeling is an essential component of the Speaking test design. In addition to the VTA, students are introduced to a virtual model student during the test directions. Prior to responding to each task, test takers first listen to the model student respond to a parallel task. The purpose of the model is to demonstrate task expectations to both test takers and to the test administrator, who scores the Speaking test. Students respond orally to the tasks, with their responses scored immediately by the test administrator using a scoring scale. The test administrator records scores on the Speaking test in the same booklet the student used for the Listening, Reading, and Writing tests.

2.4. Kindergarten

The Kindergarten test is a static form and is not refreshed from year to year. Field testing for Kindergarten ACCESS was conducted in 2008. A full description of item development, field testing, final forms selection, and initial standard setting for Kindergarten can be found in the technical brief *Development and Field Test of Kindergarten ACCESS for ELLs* (MacGregor et al., 2009). Cut scores for Kindergarten were most recently updated in the 2016 ACCESS standard setting (Cook & MacGregor, 2017); see Part 2 Section 2.1 for more information.

3. Assessment Performance: The Implementation of ACCESS

3.1. Test Delivery

Administration of ACCESS Paper takes place between December and April of the academic year, with testing windows determined at the state level. The domain tests may be administered in any order. The test may be administered in several sessions within a single day or over a series of days.

The Listening and Reading tests may be group or individually administered. Students are administered the Listening and Reading test forms using paper test booklets, and students record their answers directly in the test booklets. For the Listening test, the audio stimuli are played aloud via an audio CD.

The Writing test may be group or individually administered. Students are administered the Writing test via paper test booklets. Students record their responses directly in the test booklet.

The Speaking test is individually administered. Students listen to an audio recording and follow along in an accompanying test booklet. Each task also includes a model student response, which serves as an exemplar to the student and also as a benchmark to the test administrator who will score the task.

3.2. Scoring Procedures

3.2.1. Multiple-Choice Scoring: Listening and Reading

Listening and Reading items are scored dichotomously, as correct or incorrect. Students mark their answers directly in their test booklets, and each page is scanned into an electronic database. Scale scores for each domain are calculated based on the items that are administered to the test taker and the number of those items that the student answers correctly. For details on how scale scores for Listening and Reading are calculated, see Part 2 Chapter 2, “Analysis of Domains.”

3.2.2. Writing

Performance-based tasks in the domains of Writing are scored by trained raters. According to documentation from DRC, raters are well-educated professionals, with at least a 4-year college degree in a relevant field and a demonstrated writing ability. Prior to scoring live student responses, the raters undergo thorough training and qualifying. Training is task specific in order to ensure that raters understand the nuances of each unique Writing task. Team leaders, who are selected based on prior performance as raters and for their leadership skills, are assigned to small groups of raters; there are typically ten raters per team. The team leaders are responsible for monitoring the performance of their team members and providing ongoing feedback to support accurate scoring. Scoring directors are promoted from within DRC and earn their positions by

demonstrating quality work as raters and as team leaders on previous projects. Scoring directors are responsible for a specific set of tasks within a single domain. The scoring directors train and oversee the teams of raters assigned to these tasks. What follows are general scoring procedures utilized by DRC.

Rater Training and Qualifying

- Raters are seated at stations and are assigned unique ID numbers and passwords.
- The scoring director provides detailed directions for use of DRC's computerized scoring system.
- The scoring director trains the raters using task-specific anchor sets and training sets.
- Raters must demonstrate scoring proficiency by scoring at least 70% agreement on a qualifying set before scoring live responses.
- Once raters are qualified, they are further trained for their grade-level cluster on the specific tasks for which they will rate responses.
- Once raters have trained, qualified, and begun live scoring, DRC uses calibration sets (of which there are two types, recalibration sets and validation sets, which are explained below) to keep the raters calibrated on the actual tasks they are scoring.

Calculating Score Agreement for Score Monitoring

- For Writing, agreement is defined as two adjacent scores. (See below for a description of the Writing Scoring Scale.) For example, using the Writing Scoring Scale, scores of 2 and 2+ would be considered agreement, as would scores of 2 and 2 or scores of 2+ and 3. Scores of 2 and 3 on the Writing Scoring Scale would be considered adjacent, and scores of 2 and 3+ would be considered nonadjacent.

Routing Responses to Ensure “Blind” Second Ratings

- The DRC scoring system ensures that responses are routed to qualified raters until the prescribed number of ratings is performed for all responses.
- Raters do not know if they are the first or second rater.

Monitoring Scoring (Quality Control)

- Ongoing quality control checks and procedures help monitor and maintain the quality of the scoring sessions. At least 20% of the responses are independently scored by two raters for the purpose of monitoring interrater reliability. DRC monitors these data daily.
- Responses can be retrieved on demand (e.g., specific grade-level clusters, specific students) should the need arise during or after the scoring process.
- If needed, responses can be rescored based on task- or response-level information, such as task number, date, score value assigned, or rater ID.

- For Writing, DRC uses both recalibration and validation sets. For each of the first 5 days that raters score a task, they take one recalibration set of five responses per task. After the raters take the recalibration sets, the scoring director or team leader reviews them using descriptors from the Writing Scoring Scale and the anchor responses to confirm the rationale behind each response's score. Starting on the sixth day of scoring, DRC uses validity sets to monitor rater performance. These are sets of items seeded into the operational sets that, on a daily basis, monitor how raters are doing when compared to the known ratings of the validity sets. The raters do not know which items are operational and which are from a validation set.

Handling Unusual Responses

- Raters can forward responses to team leaders for assistance.
- Responses requiring special attention, including nonscorable responses, are routed to scoring directors for review and resolution.

The Writing Scoring Scale has six whole score points that range from 1 to 6. For responses that fall in between the whole score points, “plus” score points are available (e.g., a response that falls between 3 and 4 is scored as 3+). The scale descriptors include three different yet interrelated dimensions: discourse, sentence, and word/phrase. These scale descriptors guide raters as they consider all three dimensions in order to make holistic judgments about which score point best suits a response. The dimensions are distinguished as follows:

- The descriptors for the discourse dimension focus on the degree of organization and the extent to which the response is tailored to the context (e.g., purpose, situation, and audience).
- The descriptors for the sentence dimension evaluate the complexity and grammatical accuracy of sentence structures used in the response.
- The descriptors for the word/phrase dimension specify the range and appropriateness of the original vocabulary used (i.e., text other than that copied and adapted from the stimulus and prompt).

When assigning a score, a rater makes an initial judgment about which whole score point (1–6) best describes a response and then determines whether the three descriptors for that whole score point suit that response. If all three descriptors suit the response, a whole score point is awarded. If there is clear evidence that one or two descriptors from an adjacent score point are a better fit, a plus score point between the two applicable whole score points is awarded. In addition to scale descriptors, scoring rules address special cases where responses are nonscorable, completely or partially off task, and completely or partially off topic. Both nonscorable and completely off-task responses are scored as 0. Completely off-topic responses receive a maximum score of 2+. Partially off-topic responses are scored in their entirety, while partially off-task responses are scored by ignoring the off-task portion of the response and scoring only the on-task portion.

To calculate a raw score for the Writing test, raters' scores for each Writing task are converted to whole numbers ranging from 0–9, as shown in

Table 2.

Table 2

Rating to Raw Score Conversion (Writing)

Rating	Raw score
Nonscorable	0
1	1
1+	2
2	3
2+	4
3	5
3+	6
4	7
4+	8
5	9
5+	9
6	9

On Tier A tests, for all grade-level clusters except for Grade 1, the scores from the three tasks are added to calculate a total raw score, which can range from 0 to 27. For the Grade 1 Tier A test, there are four Writing tasks. The first two of these tasks use a modified version of the scoring scale and have score ranges of 0–1 and 0–3, respectively. The third and fourth tasks use the full scoring scale from 0–9; additionally, the last task is weighted as 3. Therefore, the possible final raw scores for Grade 1 Tier A range from 0 to 40.

On Tier B/C tests for all grade-level clusters, results from the different tasks are given different weights. These weights are specified to reflect intended amounts of time that a student should spend on each task. The first task is given a weight of 1, the second task is given a weight of 2, and the third task is given a weight of 3. Thus, for example, a student with raw scores of 5, 6, and 7 on the three tasks would have a total raw score of 38 ($[1 * 5] + [2 * 6] + [3 * 7]$), while a student with raw scores of 7, 6, and 5 on the three tasks would have a total raw score of 34 ($[1 * 7] + [2 * 6] + [3 * 5]$). Raw scores on the Tier B/C tests can range from 0 to 54.

The ACCESS Writing Scoring Scale is distinct from the WIDA Writing Rubric, which is a tool for evaluating student writing in classrooms and for interpreting student scores from ACCESS Online. The Writing Scoring Scale was designed specifically as a scoring tool and is not appropriate for any other purposes.

3.2.3. Speaking

Speaking responses are immediately scored by the administrator while the test is administered. After listening to the student's responses, the administrator assigns a score. The Speaking test is scored using a scoring scale that is designed to evaluate student responses relative to the model student's response. As part of test administration, the test administrators hear the model student response before each student response, which supports them in assigning an appropriate score relative to the model response.

The Speaking Test is the only portion of ACCESS Paper that is scored locally. Test administrators must complete the relevant virtual ACCESS Paper test administrator training module for the Speaking test and pass the accompanying quiz (either Grades 1–5 or Grades 6–12). The training focuses on developing the test administrators' ability to score the test reliably. Separate training materials are available that address test administration and monitoring procedures. To reliably score the test, test administrators are trained on the Speaking Scoring Scale. Training materials are available for each grade-level cluster, and raters listen to anchor samples and view score justifications that provide detailed explanations for scores based on the scoring scale. Practice samples are also available so that raters can practice assigning scores. The course includes both required training material for each grade-level cluster as well as optional training material. Raters are required to complete training sections for each grade-level cluster they will administer and score. However, if a rater will score more than three grade-level clusters, they may complete rater training for only three. The quizzes include 12 items in which raters listen to and assign a score to a task response. The pass rate for the quiz is 80% correct.

The Speaking Scoring Scale defines five score points: *Exemplary*, *Strong*, *Adequate*, *Attempted*, and *No Response (in English)*. These score points are applied based on the proficiency level expectations of each task, that is, the level of language proficiency that each task is designed to elicit. These expectations are exemplified by the model student response (see Section 2.3.4). In this way, the model response serves as a scoring benchmark. Raters listen to the model response and score test taker responses relative to the model. A score of *Exemplary* means that the student response demonstrates English language use that is equal to or beyond the English language use illustrated by the model student's response.

The Speaking Scoring Scale includes descriptors for overall language use, response sophistication, language delivery, and word choice. As stated above, the scale is applied relative to the proficiency level demands of the task. For tasks targeting language elicitation at PL 1, there are only three possible score points: *No Response*, *Attempted*, and *Adequate and Above*. This is the case because appropriate responses to PL 1 tasks are single words and short chunks of language, so it is not possible to reliably distinguish between *Adequate*, *Strong*, and *Exemplary* performance.

To calculate a raw score for the Speaking test, the five score points are converted to whole numbers, as shown in

Table 3. To calculate a total raw score, the raw scores for each task are added together; additionally, in Tier B/C, six points are added to the total raw score, representing a score of *Adequate and Above* for three tasks targeting language at PL 1. Though a Tier B/C student would not be administered any tasks targeting the PL 1 level, it is assumed that a score of *Adequate and Above* would be applicable to such tasks. Thus, on the Tier A test, scores can range from 0 to 18; and on the B/C test, from 6 to 30.

Table 3

Rating to Raw Score Conversion (Speaking)

Rating	Raw score
No Response (in English)	0
Attempted	1
Adequate	2
Strong	3
Exemplary	4

Speaking tasks are scored using the ACCESS Speaking Scoring Scale. The Speaking Scoring Scale is distinct from the WIDA Speaking Rubric, which is a tool for classroom use and score interpretation. The Speaking Scoring Scale was designed specifically for test scoring use and is not intended for classroom purposes.

3.3. Operational Administration

3.3.1. Listening Test Administration

The ACCESS for ELLs Paper Listening test is media delivered. Listening test items are delivered via CD.

3.3.1.1. Listening Test Materials

Test materials include the following items:

- Test Administrator's Script
- Student Test Booklet(s)
- Listening and Speaking Test CD (a separate CD for each grade-level cluster and tiered test form). In the rare event that a student requires a human reader as an accommodation, the Recording Script is required to administer the Listening section individually for that particular student.
- At least one sharpened number 2 pencil for each student to mark responses
- Speakers
- A CD player or desktop/laptop computer (to play the CD)

3.3.1.2. *Organization and Timing of the Listening Test*

The Listening test is designed to take approximately 25 to 40 minutes, depending on the grade-level cluster and tier. The length of test items increases with students' language proficiency and grade level. For example, the Tier B/C Listening test takes longer to administer than the Tier A Listening test, and the Listening test for Grades 9–12 may take slightly longer than the test for Grades 4–5.

3.3.2. Reading Test Administration

The ACCESS for ELLs Reading test is completed within Student Test Booklets after a scripted introduction by the Test Administrator.

3.3.2.1. *Reading Test Materials*

Reading test materials include the following items:

- Test Administrator's Script
- Student Test Booklet(s)
- At least one sharpened number 2 pencil for each student to mark responses

3.3.2.2. *Organization and Timing of the Reading Test*

The Reading test is designed to take no more than 35 to 45 minutes. The test administration time does not include time for convening students, taking attendance, distributing and collecting test materials, explaining test directions, or completing practice items.

3.3.3. Writing Test Administration

Students respond to a set of tasks, writing their responses in their Student Test Booklets.

3.3.3.1. *Writing Test Materials*

Writing test materials include the following items:

- Test Administrator's Script
- Student Test Booklet(s)
- At least one sharpened number 2 pencil for each student to write responses
- Scratch paper

3.3.3.2. *Organization and Timing of the Writing Test*

There are three tasks (Parts A, B, and C) on each Tier (Tiers A and B/C) of the Writing test for all grade levels except Tier A for Grade 1, which contains four tasks. For grade-level clusters 2, 3, 4–5, 6–8, and 9–12, the Tier A Writing tests have recommended guidelines for Parts A, B, and C of 15 minutes each, with up to 5 additional minutes for each part if needed for students to

finish writing, for a total of 60 minutes. For all grade-level clusters, the Tier B/C Writing tests have recommended timing guidelines for Parts A, B, and C of 10, 20, and 30 minutes, respectively.

3.3.4. Speaking Test Administration

The ACCESS for ELLs Speaking test is an individually administered test that standardizes test administration across students. Speaking test items are media delivered. Speaking test audio is provided on the same CD as the Listening test. The Speaking test provides ELLs with the opportunity to demonstrate their academic English language proficiency in speaking across the WIDA ELD Standards through a set of constructed-response tasks. The Speaking test is tiered. Students will either take the Tier A form or the Tier B/C form; both are included in the same Speaking Test Booklet.

3.3.4.1. Audio Format of the Speaking Test

The Speaking test is multimodal. The student hears audio input and also sees the input as text in the Speaking Test Booklet. This presentation format supports the student in understanding test input. Media delivery of the Speaking test means that an audio recording will guide the student through the Speaking test. The audio recording includes two voices: a model student and a virtual test administrator.

Each task on the Speaking test is preceded by a model student task and response. The questions posed to the model student are at the same proficiency level as the tasks to which the student will respond, allowing the model student to demonstrate the expected language use at a given proficiency level. In most cases the model questions are designed to be parallel to but not exactly the same as the examinee questions. The model student also has an important function in scoring, since the scoring scale is designed to evaluate student responses relative to the model student's response.

The virtual test administrator guides the student through the test and asks the student questions designed to elicit language at targeted proficiency levels. While the virtual test administrator will instruct and guide the student through the Speaking test, the administrator may also need to assist the student in navigating test materials (e.g., turning the page when prompted). The Speaking test includes standardized, built-in response time for every task. The amount of time varies according to the grade-level cluster, tier, and proficiency level of the task and ranges from 15 to 50 seconds in Grades 1–3 and from 15 to 45 seconds in Grades 4–12. Students may not require the entire time allotted. After the response time has ended, the test audio will automatically continue to the next Speaking task.

3.3.4.2. Speaking Test Materials

Speaking test materials include the following items:

- Test Administrator's Script

- Speaking Test Booklet (contains test graphics and prompts)
- Student Test Booklet (contains Speaking test scoring sheet and scoring scale)
- Listening and Speaking test CD (a separate CD for each grade-level cluster and tiered test form). In the rare event that a student requires a human reader as an accommodation, the Recording Script is required to administer the Speaking section.
- A CD player or desktop/laptop computer (to play the CD)
- Speakers

3.3.4.3. Organization and Timing of the Speaking Test

Speaking tasks on the Speaking test are contained within three parts: A, B, and C. As in other domains of ACCESS for ELLs, tasks on the Speaking test are grouped thematically. Each part addresses one or more of the WIDA ELD Standards and contains two tasks. In all, the Speaking test contains six individual tasks across the three parts. Each task is associated with a proficiency level (1, 3, or 5) and includes one or two questions to which the student responds. Student questions are indicated by a blue speech bubble in the test booklet.

The Speaking test is designed to take approximately 15 to 35 minutes per student, but the actual time will depend on the grade-level cluster and tier of the test administered. Note that the approximate test administration time does not include setting up the test session or explaining test directions. An additional 10 minutes should be allocated to set up the Speaking test.

3.3.5. Test Administrator Training

To prepare individuals to serve as test administrators, test administrator training for ACCESS Series 403 Paper is conducted through online training modules hosted on the WIDA website. Three certifications are offered to participants: a group test administration certification pertaining to the Listening, Reading, and Writing portions of ACCESS; a certification for the Speaking test; and a certification for the Kindergarten test. In order to receive any of the three certifications, participants have to complete the relevant online course and pass a quiz after completing the course.

3.3.6. Test Security

Every effort is made to keep the test secure at all levels of development and administration. WIDA, CAL, and DRC (the entity responsible for printing, distributing, collecting, and scoring the printed tests) follow established policies and procedures regarding the security of the test, and every individual involved in the administration of ACCESS, from the district level to the classroom level, is trained in issues of test security.

All materials for ACCESS for ELLs are considered secure test materials. All users of the WIDA website are prompted to read and sign a Non-Disclosure and User Agreement (NDUA) upon their first login. Use of the WIDA Assessment Management System (WIDA AMS) and

INSIGHT test engine are also subject to the terms of use outlined in the WIDA AMS. Users are prompted to agree with the test security policy upon their first login. The security of all test materials must be maintained before, during, and after the test administration. Under no circumstances are students permitted to handle secure materials before or after test administration. Test materials should never be left unsecured. The test coordinator should track each secure booklet on the ACCESS for ELLs Security Checklist. Individuals are responsible for the secure documents assigned to them. Secure documents should never be destroyed (e.g., shredded, thrown in the trash) except for soiled documents, which must be destroyed in a secure manner. District and school personnel carrying out their roles in the delivery of this assessment must follow ACCESS for ELLs District and School Test Coordinator Manual guidelines to maintain test security.

3.4. Procedures for Including Students with Disabilities

The WIDA Accessibility and Accommodations Framework provides support for all ELLs, as well as targeted accommodations for students with individualized education plans (IEP) or 504 plans. These supports are intended to increase accessibility for assessments for all ELLs. (Please see the Accessibility and Accommodations Supplement for detailed information.)

3.4.1. Support Provided to All ELLs

Universal design. ACCESS for ELLs incorporates universal design principles in order to provide greater accessibility for all ELLs. The test items are presented using multiple modalities, including supporting prompts with appropriate animations and graphics, embedded scaffolding, tasks broken into chunks, and modeling that uses task prototypes and guides.

Administrative considerations include adaptive and specialized equipment or furniture, alternative microphone, familiar test administrator, frequent or additional supervised breaks, individual or small group setting, monitoring of the placement of responses in the test booklet or on screen, participation in different testing formats (Paper vs Online), reading aloud to self, specific seating, short segments, verbal praise or tangible reinforcement for on-task or appropriate behavior, and verbal redirection of students' attention to the test (in English or native language).

Universal tools are available to all students taking ACCESS for ELLs and Kindergarten ACCESS for ELLs in order to address their individual accessibility needs. These may either be embedded in the online test or provided by test administrators during testing. Universal tools do not affect the construct being measured on the assessment.

Audio aids, color contrast, color overlay, highlighters, colored pencils or crayons, line guide or tracking tool, low-vision aids or magnification devices, sticky notes, and scratch paper are the universal tools that are used in Paper administration.

3.4.2. Support Provided to ELLs with IEP or 504 Plans

Accommodations include allowable changes to the test presentation, response method, timing, and setting in which assessments are administered. Accommodations are intended to provide testing conditions that do not result in changes in what the test measures; that provide comparable test results to those of students who do not receive accommodations; and that do not affect the validity and reliability of the interpretation of the scores for their intended purposes. Accommodations are available only to ELLs with disabilities who have an approved IEP or 504 plan, and only when the student requires the accommodation(s) to participate in ACCESS for ELLs meaningfully and appropriately. Accommodations are delivered locally by a test administrator.

Accessibility features include tools that are available to all ELLs taking ACCESS for ELLs. Accessibility features are provided to ELLs by test administrators for paper-based tests. All accessibility features are available to all ELLs during testing; specific designation is not required prior to testing to make them available to the student. Features available during paper-based test administration include the following:

- Audio amplification device (provided by student)
- Highlighter, colored pencils, or crayons
- Place marker (blank)
- Low-vision aids or magnification device
- Color overlay
- Equipment or technology that the student uses for other tests and school work, e.g., adapted pencil (altered size or grip), slant board, wedge, etc.
- Scratch/blank paper (submit with test or dispose according to state policy)

Allowable test administration procedures are variations in standard test administration procedures that provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs can be administered most effectively. These procedures are available to any student, as needed, at the discretion of the test coordinator (or principal or designee), provided that all security conditions and staffing requirements are met. Examples of allowable test administration procedures include tests administered by familiar school personnel, in an individual or small group setting, in a separate room, with frequent supervised breaks, or in short segments. For detailed information on the allowable test administration procedures, consult the ACCESS for ELLs Test Administration Manual.

Schools and districts should consider how accessibility features and allowable test administration procedures can support accessibility to the test for all ELLs. The accommodations, accessibility features, and allowable test administration procedures are based on (1) accepted practices in ELP assessment; (2) existing accommodation policies of WIDA Consortium member states; (3) consultation with representatives of WIDA member states who are experts in the education and

assessment of ELLs and students with disabilities; and (4) the expertise of the test developers at the Center for Applied Linguistics.

WIDA also offers *Alternate ACCESS for ELLs*. This test is intended only for those ELLs who have cognitive disabilities that are so significant as to prevent meaningful participation in ACCESS testing, even with accommodations. The results of the Alternate ACCESS for ELLs operational administration appear in a separate technical report.

4. Summary of Score Reports

4.1. *Individual Student Report*

The Individual Student Report contains detailed information about the performance of a single student within Grades K–12. Its primary users are students, parents/guardians, teachers, and school teams. It describes one indicator of a student’s English language proficiency, the language needed to access content and succeed in school.

In the score report, there are four domain and four composite scores. Each composite score is represented by a label, a breakdown of how individual domains are used to calculate it, and a visual display of the results.

The proficiency level is presented both graphically and as a whole number followed by a decimal. The shaded bar of the graph reflects the exact position of the student’s performance on the six-point ELP scale. The whole number reflects a student’s ELP level (1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, and 6–Reaching) in accord with the WIDA ELD Standards. ELLs who attain Level 6, Reaching, have moved through the entire second language continuum, as defined by the test and the WIDA ELD Standards.

The decimal indicates the proportion within the proficiency level range that the student’s scale score represents, rounded to the nearest tenth. For example, a proficiency level score of 3.5 is halfway between the 3.0 and 4.0 cut scores.

To the right of the proficiency level is the reported scale score and associated confidence band. The confidence band reflects the standard error of measurement of the scale score, a statistical calculation of a student’s likelihood of scoring within a particular range of scores if he or she were to take the same test repeatedly without any change in ability.

If a student does not complete one or more language domains, NA (not available) is inserted in that language domain as well as all applicable composite scores, including the overall score. Students with identical overall scores may have very different profiles in terms of their oral language and literacy development.

The Individual Student Report also provides information about the proficiency levels as whole numbers obtained by the student and describes what many students at the reported proficiency level may be expected to be able to do in English. For example, if the student received a proficiency level score of 2 for Speaking, the report will include a description of the type of spoken language the student may be expected to be able to produce. Figure 7 shows a sample Individual Student Report.



ACCESS for ELLs 2.0*

English Language Proficiency Test

Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade

Tier: sample tier

District ID: XXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXX

School: sample school

District: sample district

State: sample state

Individual Student Report 20XX

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening				4.0						368		
Speaking		2.2								320		
Reading			3.4							356		
Writing			3.5							355		
Oral Language 50% Listening + 50% Speaking		3.2								344		
Literacy 50% Reading + 50% Writing			3.5							356		
Comprehension 70% Reading + 30% Listening			3.7							360		
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking			3.4							352		

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...	
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example:	<ul style="list-style-type: none"> • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:	<ul style="list-style-type: none"> • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example:	<ul style="list-style-type: none"> • Classify main ideas and examples in written information • Identify main information that tells who, what, when or where something happened • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
Writing	3	communicate in writing in English using language related to common topics in school, for example:	<ul style="list-style-type: none"> • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

Figure 7. Individual Student Report.

When interpreting scores, the following points should be kept in mind:

- The report provides information on English proficiency. It does not provide information on a student's academic achievement or knowledge of content areas.
- Students do not typically acquire proficiency in Listening, Speaking, Reading, and Writing at the same pace. Generally,
 - Oral language (L+S) is acquired faster than literacy (R+W).
 - Receptive language (L+R) is acquired faster than productive language (S+W).
 - Writing is usually the last domain to be mastered.
- The students' foundation in their home or primary language is a predictor of their English language development. Those who have strong literacy backgrounds in their native language will most likely acquire literacy in English at a quicker pace than students who do not.
- The Overall score is helpful as a summary of other scores and is used because a single number may be needed for reference. However, it is important to remember that it is compensatory; a particularly high score in one domain may effectively raise a low score in another. Similar overall scores can mask very different performances on the test.
- No single score or language proficiency level, including the Overall score (composite), should be used as the sole determiner for making decisions regarding a student's English language proficiency. School work and local assessment throughout the school year also provide evidence of a student's English language development.
- Scale scores from different domains should not be compared. Each domain has its own scale, so scale scores should not be compared, such as comparing Listening to Reading. Proficiency level scores can be used for such comparisons.
- To compare test scores from different years, either scale scores or proficiency level scores can be used, although it is easier to see changes when examining scale scores.

For detailed information about score reports, please refer to the Interpretive Guide.

4.2. Other Reports

Student Roster Report. The Student Roster Report contains information on a group of students within a single school and grade. It provides scale scores for individual students in each language domain and composite, identical to those in the Individual Student Report. Its intended users are teachers, program coordinators/directors, and administrators.

Frequency Reports. The primary audience for frequency reports is typically program coordinators/directors, administrators, and boards of education. There are three types of frequency reports:

- School Frequency Report
- District Frequency Report
- State Frequency Report

They all show the number and percentage of tested students who attain each proficiency level within a given population.

Part 2:

Technical Results

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1. Student Participation and Performance

In this section of the report, detail is provided on students' participation in the assessment and on scale score and proficiency level results. These data are disaggregated in several ways, including by grade-level cluster, grade and tier, and also by gender, ethnicity, and race.

Analyses use the Census Bureau approach to reporting race and ethnicity. Ethnicity is conceptualized as a binary category (Hispanic or non-Hispanic). There are five categories for race: American Indian/Alaskan Native, Asian, Black/African American, Pacific Islander/Hawaiian, and White. The race and ethnicity categories are not mutually exclusive. Thus, for example, Student A may be labeled as Hispanic for ethnicity and Asian for race, while Student B may be labeled as non-Hispanic for ethnicity and both American Indian/Alaskan Native and Black/African American for race. Starting with Series 202, students who are labeled as Hispanic are included in the Hispanic (of any race) category, regardless of how many racial categories they are included in. Students who are identified as one of the racial categories (e.g., Asian) and have not been identified as Hispanic are identified in only one racial category; if they are identified in more than one racial category, and have not been identified as Hispanic, then they are labeled non-Hispanic multiracial.

A total of 23 students were excluded from the analyses due to mismatches in students' tiers across domains.

1.1. Participation

Participation in ACCESS Paper is shown in three ways: by grade-level cluster, by grade, and by tier. Participation data are reported by state, by gender, and ethnicity.

1.1.1. Grade-Level Cluster

Table 1.1.1.1 shows participation across the 39 WIDA states and U.S. territories that participated in the operational testing program of ACCESS Paper in 2018–2019 by grade level. The rows provide data for the number of students in that grade-level cluster who took the test by state, with the final row showing the total number of participants across all 39 states and territories. Some states' sample sizes are small except for kindergarten, which is only in Paper form, since most students take the Online form of the tests.

Table 1.1.1.2 shows participation by grade-level cluster and by gender across all states and territories for the population of students who participated in ACCESS Paper, while Table 1.1.1.3 shows participation by grade-level cluster and by ethnicity.

Table 1.1.1.1

Participation by Grade-Level Cluster by State, S403 Paper

State	Cluster							Total
	K	1	2	3	4-5	6-8	9-12	
AK	1,180	101	137	133	241	428	529	2,749
AL	3,322	6	9	4	10	5	1	3,357
BI	537	276	258	260	570	532	372	2,805
CO	9,859	374	356	357	583	482	400	12,411
DC	1,120	2	3	4	12	3	3	1,147
DE	1,546	6	6	3	9	3	5	1,578
FL	34,061	34,369	33,180	31,585	47,872	47,235	45,908	274,210
GA	15,840	1,816	1,939	1,731	63	35	28	21,452
HI	1,977	0	0	0	1	1	3	1,982
ID	2,033	9	6	3	12	6	16	2,085
IL	24,101	7,884	6,049	1,877	3,157	2,109	1,189	46,366
IN	7,239	26	26	21	41	17	16	7,386
KY	3,553	7	7	5	16	12	12	3,612
MA	11,033	244	198	110	116	85	85	11,871
MD	10,369	11	13	12	31	15	13	10,464
ME	513	20	11	12	42	36	5	639
MI	9,574	99	125	131	212	262	383	10,786
MN	8,313	85	60	63	127	108	60	8,816
MO	4,459	18	10	12	24	6	2	4,531
MP	53	0	0	0	0	0	0	53
MT	322	4	0	0	0	0	0	326
NC	11,446	17	23	23	36	25	21	11,591
ND	384	1	2	0	1	1	1	390
NH	463	29	50	40	79	46	34	741
NJ	12,322	215	118	97	94	99	110	13,055
NM	4,006	3	3	7	4	1	19	4,043
NV	6,251	0	2	0	1	3	25	6,282
OK	6,370	170	127	148	256	273	330	7,674
PA	5,407	356	309	295	525	518	701	8,111
RI	1,219	15	3	2	3	5	12	1,259
SC	3,261	963	1,001	1,151	2,227	3,223	3,599	15,425
SD	808	30	43	41	38	13	0	973
TN	5,894	5	2	2	7	9	3	5,922
UT	4,377	0	0	1	2	0	0	4,380
VA	13,938	1,669	941	826	916	107	151	18,548
VI	78	90	61	81	160	228	175	873
VT	167	2	4	1	2	3	3	182
WI	5,087	13	14	14	28	12	13	5,181
WY	282	3	2	2	5	8	26	328
Total	232,764	48,938	45,098	39,054	57,523	55,954	54,253	533,584

Table 1.1.1.2

Participation by Grade-Level Cluster by Gender, S403 Paper

Cluster		Gender			Total
		F	M	Missing	
K	Count	107,804	123,402	1,558	232,764
	% within Cluster	46.3%	53.0%	0.7%	100.0%
1	Count	22,935	25,901	102	48,938
	% within Cluster	46.9%	52.9%	0.2%	100.0%
2	Count	20,823	24,197	78	45,098
	% within Cluster	46.2%	53.7%	0.2%	100.0%
3	Count	17,635	21,362	57	39,054
	% within Cluster	45.2%	54.7%	0.1%	100.0%
4–5	Count	26,521	30,903	99	57,523
	% within Cluster	46.1%	53.7%	0.2%	100.0%
6–8	Count	25,491	30,333	130	55,954
	% within Cluster	45.6%	54.2%	0.2%	100.0%
9–12	Count	25,113	28,968	172	54,253
	% within Cluster	46.3%	53.4%	0.3%	100.0%
Total	Count	246,322	285,066	2,196	533,584
	% within Cluster	46.2%	53.4%	0.4%	100.0%

Table 1.1.1.3

Participation by Grade-Level Cluster by Ethnicity, S403 Paper

Cluster		Hispanic/Non-Hispanic			Total
		Hispanic	Other	Unknown	
K	Count	148,075	72,754	11,935	232,764
	% within Cluster	63.6%	31.3%	5.1%	100.0%
1	Count	37,213	10,996	729	48,938
	% within Cluster	76.0%	22.5%	1.5%	100.0%
2	Count	34,696	9,641	761	45,098
	% within Cluster	76.9%	21.4%	1.7%	100.0%
3	Count	29,921	8,445	688	39,054
	% within Cluster	76.6%	21.6%	1.8%	100.0%
4–5	Count	44,396	11,821	1,306	57,523
	% within Cluster	77.2%	20.6%	2.3%	100.0%
6–8	Count	42,970	11,472	1,512	55,954
	% within Cluster	76.8%	20.5%	2.7%	100.0%
9–12	Count	40,533	12,127	1,593	54,253
	% within Cluster	74.7%	22.4%	2.9%	100.0%
Total	Count	377,804	137,256	18,524	533,584
	% within Cluster	70.8%	25.7%	3.5%	100.0%

1.1.2. Grade

This section provides data similar to that in the previous section, but broken out by grade rather than by grade-level cluster.

Table 1.1.2.1

Participation by Grade by State, S403 Paper

State	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
AK	1,180	101	137	133	124	117	124	153	151	176	148	121	84	2,749
AL	3,322	6	9	4	8	2	3	1	1	0	1	0	0	3,357
BI	537	276	258	260	294	276	227	169	136	116	91	103	62	2,805
CO	9,859	374	356	357	315	268	158	166	158	144	102	109	45	12,411
DC	1,120	2	3	4	8	4	1	1	1	2	1	0	0	1,147
DE	1,546	6	6	3	4	5	0	1	2	1	3	0	1	1,578
FL	34,061	34,369	33,180	31,585	25,254	22,618	16,545	16,126	14,564	14,046	12,921	11,441	7,500	274,210
GA	15,840	1,816	1,939	1,731	35	28	12	11	12	12	6	7	3	21,452
HI	1,977	0	0	0	1	0	1	0	0	0	2	1	0	1,982
ID	2,033	9	6	3	8	4	2	2	2	13	2	0	1	2,085
IL	24,101	7,884	6,049	1,877	1,761	1,396	858	669	582	353	326	296	214	46,366
IN	7,239	26	26	21	20	21	10	4	3	4	2	7	3	7,386
KY	3,553	7	7	5	8	8	4	5	3	8	1	3	0	3,612
MA	11,033	244	198	110	69	47	40	21	24	24	19	22	20	11,871
MD	10,369	11	13	12	18	13	6	4	5	6	2	1	4	10,464
ME	513	20	11	12	22	20	18	10	8	2	2	0	1	639
MI	9,574	99	125	131	116	96	85	98	79	126	126	85	46	10,786
MN	8,313	85	60	63	63	64	45	37	26	28	14	12	6	8,816
MO	4,459	18	10	12	16	8	2	2	2	0	2	0	0	4,531
MP	53	0	0	0	0	0	0	0	0	0	0	0	0	53
MT	322	4	0	0	0	0	0	0	0	0	0	0	0	326
NC	11,446	17	23	23	20	16	13	6	6	2	4	11	4	11,591
ND	384	1	2	0	0	1	1	0	0	1	0	0	0	390
NH	463	29	50	40	40	39	17	11	18	8	11	9	6	741
NJ	12,322	215	118	97	56	38	34	38	27	47	22	27	14	13,055
NM	4,006	3	3	7	1	3	0	0	1	8	6	2	3	4,043
NV	6,251	0	2	0	0	1	0	0	3	3	9	9	4	6,282
OK	6,370	170	127	148	141	115	122	90	61	95	97	68	70	7,674
PA	5,407	356	309	295	293	232	203	154	161	212	193	157	139	8,111
RI	1,219	15	3	2	2	1	1	1	3	2	1	4	5	1,259
SC	3,261	963	1,001	1,151	1,140	1,087	1,128	1,015	1,080	1,169	1,012	897	521	15,425
SD	808	30	43	41	17	21	9	1	3	0	0	0	0	973
TN	5,894	5	2	2	5	2	3	3	3	0	1	0	2	5,922
UT	4,377	0	0	1	0	2	0	0	0	0	0	0	0	4,380
VA	13,938	1,669	941	826	631	285	45	30	32	66	31	32	22	18,548
VI	78	90	61	81	76	84	82	85	61	63	41	37	34	873
VT	167	2	4	1	0	2	2	1	0	2	1	0	0	182
WI	5,087	13	14	14	16	12	5	4	3	4	1	4	4	5,181
WY	282	3	2	2	3	2	2	1	5	6	4	8	8	328
Total	232,764	48,938	45,098	39,054	30,585	26,938	19,808	18,920	17,226	16,749	15,205	13,473	8,826	533,584

Table 1.1.2.2

Participation by Grade by Gender, S403 Paper

Grade		Gender			Total
		F	M	Missing	
K	Count	107,804	123,402	1,558	232,764
	% within Grade	46.3%	53.0%	0.7%	100.0%
1	Count	22,935	25,901	102	48,938
	% within Grade	46.9%	52.9%	0.2%	100.0%
2	Count	20,823	24,197	78	45,098
	% within Grade	46.2%	53.7%	0.2%	100.0%
3	Count	17,635	21,362	57	39,054
	% within Grade	45.2%	54.7%	0.1%	100.0%
4	Count	14,042	16,478	65	30,585
	% within Grade	45.9%	53.9%	0.2%	100.0%
5	Count	12,479	14,425	34	26,938
	% within Grade	46.3%	53.5%	0.1%	100.0%
6	Count	9,108	10,646	54	19,808
	% within Grade	46.0%	53.7%	0.3%	100.0%
7	Count	8,650	10,242	28	18,920
	% within Grade	45.7%	54.1%	0.1%	100.0%
8	Count	7,733	9,445	48	17,226
	% within Grade	44.9%	54.8%	0.3%	100.0%
9	Count	7,510	9,152	87	16,749
	% within Grade	44.8%	54.6%	0.5%	100.0%
10	Count	6,944	8,221	40	15,205
	% within Grade	45.7%	54.1%	0.3%	100.0%
11	Count	6,321	7,126	26	13,473
	% within Grade	46.9%	52.9%	0.2%	100.0%
12	Count	4,338	4,469	19	8,826
	% within Grade	49.2%	50.6%	0.2%	100.0%
Total	Count	246,322	285,066	2,196	533,584
	% within Grade	46.2%	53.4%	0.4%	100.0%

Table 1.1.2.3

Participation by Grade by Ethnicity, S403 Paper

Grade		Hispanic/Non-Hispanic			Total
		Hispanic	Other	Unknown	
K	Count	148,075	72,754	11,935	232,764
	% within Grade	63.6%	31.3%	5.1%	100.0%
1	Count	37,213	10,996	729	48,938
	% within Grade	76.0%	22.5%	1.5%	100.0%
2	Count	34,696	9,641	761	45,098
	% within Grade	76.9%	21.4%	1.7%	100.0%
3	Count	29,921	8,445	688	39,054
	% within Grade	76.6%	21.6%	1.8%	100.0%
4	Count	23,433	6,431	721	30,585
	% within Grade	76.6%	21.0%	2.4%	100.0%
5	Count	20,963	5,390	585	26,938
	% within Grade	77.8%	20.0%	2.2%	100.0%
6	Count	15,190	4,045	573	19,808
	% within Grade	76.7%	20.4%	2.9%	100.0%
7	Count	14,567	3,873	480	18,920
	% within Grade	77.0%	20.5%	2.5%	100.0%
8	Count	13,213	3,554	459	17,226
	% within Grade	76.7%	20.6%	2.7%	100.0%
9	Count	12,784	3,433	532	16,749
	% within Grade	76.3%	20.5%	3.2%	100.0%
10	Count	11,499	3,272	434	15,205
	% within Grade	75.6%	21.5%	2.9%	100.0%
11	Count	9,994	3,111	368	13,473
	% within Grade	74.2%	23.1%	2.7%	100.0%
12	Count	6,256	2,311	259	8,826
	% within Grade	70.9%	26.2%	2.9%	100.0%
Total	Count	377,804	137,256	18,524	533,584
	% within Grade	70.8%	25.7%	3.5%	100.0%

1.1.3. Tier

This section provides information on participation by tier. The tables show this information in several ways:

- By grade-level cluster, tier, and domain
- By grade, tier, and domain
- By grade-level cluster and tier for gender
- By grade-level cluster and tier for ethnicity

Table 1.1.3.1

Participation by Grade-Level Cluster by Tier by Domain, S403 Paper

Cluster			Domain			
			Listening	Reading	Writing	Speaking
K	Tier	-	232,760	232,760	232,757	232,760
1	Tier	A	24,704	24,713	24,713	24,708
		BC	24,211	24,215	24,218	24,218
	Total		48,915	48,928	48,931	48,926
2	Tier	A	10,166	10,167	10,166	10,167
		BC	34,916	34,926	34,927	34,922
	Total		45,082	45,093	45,093	45,089
3	Tier	A	6,990	6,990	6,988	6,990
		BC	32,059	32,062	32,060	32,058
	Total		39,049	39,052	39,048	39,048
4–5	Tier	A	10,201	10,200	10,200	10,202
		BC	47,316	47,316	47,318	47,316
	Total		57,517	57,516	57,518	57,518
6–8	Tier	A	14,326	14,327	14,326	14,324
		BC	41,626	41,625	41,624	41,623
	Total		55,952	55,952	55,950	55,947
9–12	Tier	A	15,103	15,104	15,104	15,106
		BC	39,133	39,131	39,139	39,138
	Total		54,236	54,235	54,243	54,244

Table 1.1.3.2

Participation by Grade by Tier by Domain, S403 Paper

Grade			Domain			
			Listening	Reading	Writing	Speaking
K	Tier	-	232,760	232,760	232,757	232,760
1	Tier	A	24,704	24,713	24,713	24,708
		BC	24,211	24,215	24,218	24,218
	Total		48,915	48,928	48,931	48,926
2	Tier	A	10,166	10,167	10,166	10,167
		BC	34,916	34,926	34,927	34,922
	Total		45,082	45,093	45,093	45,089
3	Tier	A	6,990	6,990	6,988	6,990
		BC	32,059	32,062	32,060	32,058
	Total		39,049	39,052	39,048	39,048
4	Tier	A	5,379	5,379	5,379	5,380
		BC	25,203	25,204	25,203	25,201
	Total		30,582	30,583	30,582	30,581
5	Tier	A	4,822	4,821	4,821	4,822
		BC	22,113	22,112	22,115	22,115
	Total		26,935	26,933	26,936	26,937
6	Tier	A	4,786	4,787	4,787	4,787
		BC	15,020	15,019	15,019	15,018
	Total		19,806	19,806	19,806	19,805
7	Tier	A	4,785	4,785	4,785	4,785
		BC	14,135	14,135	14,135	14,135
	Total		18,920	18,920	18,920	18,920
8	Tier	A	4,755	4,755	4,754	4,752
		BC	12,471	12,471	12,470	12,470
	Total		17,226	17,226	17,224	17,222
9	Tier	A	5,527	5,527	5,526	5,526
		BC	11,219	11,217	11,220	11,221
	Total		16,746	16,744	16,746	16,747
10	Tier	A	4,217	4,217	4,218	4,219
		BC	10,983	10,982	10,983	10,982
	Total		15,200	15,199	15,201	15,201
11	Tier	A	3,485	3,486	3,486	3,486
		BC	9,984	9,983	9,986	9,985
	Total		13,469	13,469	13,472	13,471
12	Tier	A	1,874	1,874	1,874	1,875
		BC	6,947	6,949	6,950	6,950
	Total		8,821	8,823	8,824	8,825

Table 1.1.3.3

Participation by Grade-Level Cluster by Tier by Gender

Cluster	Tier		Gender			Total
			F	M	Missing	
K	-	Count	107,804	123,402	1,558	232,764
		% within Tier	46.3%	53.0%	0.7%	100.0%
1	A	Count	11,321	13,333	62	24,716
		% within Tier	45.8%	53.9%	0.3%	100.0%
	BC	Count	11,614	12,568	40	24,222
		% within Tier	47.9%	51.9%	0.2%	100.0%
2	A	Count	4,390	5,750	28	10,168
		% within Tier	43.2%	56.5%	0.3%	100.0%
	BC	Count	16,433	18,447	50	34,930
		% within Tier	47.0%	52.8%	0.1%	100.0%
3	A	Count	3,091	3,873	27	6,991
		% within Tier	44.2%	55.4%	0.4%	100.0%
	BC	Count	14,544	17,489	30	32,063
		% within Tier	45.4%	54.5%	0.1%	100.0%
4–5	A	Count	4,705	5,453	44	10,202
		% within Tier	46.1%	53.5%	0.4%	100.0%
	BC	Count	21,816	25,450	55	47,321
		% within Tier	46.1%	53.8%	0.1%	100.0%
6–8	A	Count	6,564	7,711	52	14,327
		% within Tier	45.8%	53.8%	0.4%	100.0%
	BC	Count	18,927	22,622	78	41,627
		% within Tier	45.5%	54.3%	0.2%	100.0%
9–12	A	Count	6,938	8,119	53	15,110
		% within Tier	45.9%	53.7%	0.4%	100.0%
	BC	Count	18,175	20,849	119	39,143
		% within Tier	46.4%	53.3%	0.3%	100.0%

Table 1.1.3.4

Participation by Grade-Level Cluster by Tier by Ethnicity

Cluster	Tier		Ethnicity			Total
			Hispanic	Other	Unknown	
K	-	Count	148,075	72,754	11,935	232,764
		% within Tier	63.6%	31.3%	5.1%	100.0%
1	A	Count	19,351	4,966	399	24,716
		% within Tier	78.3%	20.1%	1.6%	100.0%
	BC	Count	17,862	6,030	330	24,222
		% within Tier	73.7%	24.9%	1.4%	100.0%
2	A	Count	7,901	2,041	226	10,168
		% within Tier	77.7%	20.1%	2.2%	100.0%
	BC	Count	26,795	7,600	535	34,930
		% within Tier	76.7%	21.8%	1.5%	100.0%
3	A	Count	5,376	1,438	177	6,991
		% within Tier	76.9%	20.6%	2.5%	100.0%
	BC	Count	24,545	7,007	511	32,063
		% within Tier	76.6%	21.9%	1.6%	100.0%
4–5	A	Count	7,890	2,033	279	10,202
		% within Tier	77.3%	19.9%	2.7%	100.0%
	BC	Count	36,506	9,788	1,027	47,321
		% within Tier	77.1%	20.7%	2.2%	100.0%
6–8	A	Count	11,358	2,683	286	14,327
		% within Tier	79.3%	18.7%	2.0%	100.0%
	BC	Count	31,612	8,789	1,226	41,627
		% within Tier	75.9%	21.1%	2.9%	100.0%
9–12	A	Count	11,501	3,325	284	15,110
		% within Tier	76.1%	22.0%	1.9%	100.0%
	BC	Count	29,032	8,802	1,309	39,143
		% within Tier	74.2%	22.5%	3.3%	100.0%

1.2. Scale Score Results

1.2.1. Mean Scale Score Across Domain and Composite Score by Cluster

This section shows mean (average) scale scores by grade-level cluster across the eight scores awarded on ACCESS, first for the four domains (Listening, Speaking, Reading, and Writing) and then for the four composites (Oral Language, Literacy, Comprehension, and Overall). The mean scale scores are expected to increase as grade increases, as ACCESS is vertically scaled; however, there is also an intersection between this principle and the population of test takers. In this section, under each average, the number of students in each group is also given. Tables are provided for the total student population, for the student population by gender, and for the student population by race and ethnicity.

Table 1.2.1.1

Mean Scale Scores by Grade-Level Cluster, S403 Paper

Cluster		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
K	Mean	269.34	187.83	204.69	274.19	272.03	196.50	212.28	218.94
	N	232,469	232,460	232,461	232,466	232,464	232,451	232,457	232,445
1	Mean	315.57	289.20	258.59	278.02	298.60	274.75	297.86	282.68
	N	44,063	40,663	48,908	48,706	43,876	40,648	37,490	37,319
2	Mean	341.08	314.05	286.31	291.31	317.11	301.01	322.65	306.24
	N	43,611	39,822	45,074	44,871	43,396	39,807	38,768	38,580
3	Mean	360.73	336.94	304.40	303.04	332.55	321.17	344.21	324.66
	N	38,222	34,534	39,016	38,883	38,057	34,504	33,911	33,742
4–5	Mean	381.36	352.63	339.09	339.99	361.34	346.54	361.53	351.13
	N	56,690	52,377	57,503	57,320	56,501	52,369	51,765	51,588
6–8	Mean	384.03	359.92	330.13	354.19	369.84	345.68	367.49	353.17
	N	54,699	51,299	55,927	55,680	54,448	51,288	50,346	50,104
9–12	Mean	385.14	383.72	358.30	351.85	369.25	371.52	384.48	371.06
	N	52,582	49,131	54,211	53,900	52,256	49,111	47,903	47,590

Table 1.2.1.2

Mean Scale Scores by Grade-Level Cluster by Gender, S403 Paper

Cluster	Gender		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
K	F	Mean	275.57	189.84	209.88	283.68	279.89	200.11	215.54	223.81
		N	107,661	107,657	107,660	107,659	107,659	107,655	107,656	107,652
	M	Mean	264.19	186.27	200.39	266.20	265.45	193.57	209.64	214.92
		N	123,252	123,247	123,245	123,251	123,249	123,240	123,245	123,237
	Missing	Mean	246.65	172.93	185.94	250.35	248.75	179.64	195.03	200.17
		N	1,556	1,556	1,556	1,556	1,556	1,556	1,556	1,556
1	F	Mean	317.57	289.78	263.60	281.55	301.15	277.45	298.76	285.15
		N	20,944	19,195	22,919	22,826	20,853	19,187	17,890	17,804
	M	Mean	313.82	288.69	254.21	274.99	296.36	272.35	297.06	280.45
		N	23,025	21,388	25,887	25,778	22,929	21,381	19,526	19,441
	Missing	Mean	300.93	286.10	246.57	253.07	278.68	267.01	292.93	272.85
		N	94	80	102	102	94	80	74	74
2	F	Mean	344.05	315.78	292.95	293.46	319.59	305.11	324.73	309.83
		N	20,269	18,522	20,815	20,731	20,180	18,515	18,109	18,026
	M	Mean	338.55	312.54	280.64	289.55	315.03	297.45	320.84	303.12
		N	23,265	21,228	24,181	24,063	23,140	21,220	20,587	20,483
	Missing	Mean	321.84	313.29	271.68	263.91	292.71	294.17	316.75	293.82
		N	77	72	78	77	76	72	72	71
3	F	Mean	360.50	336.95	310.77	303.12	332.44	324.22	344.08	326.67
		N	17,331	15,646	17,620	17,546	17,245	15,634	15,425	15,338
	M	Mean	360.98	336.98	299.20	303.05	332.72	318.70	344.37	323.05
		N	20,835	18,835	21,339	21,281	20,757	18,817	18,433	18,352
	Missing	Mean	337.93	320.21	279.47	273.84	307.91	301.21	326.23	304.06
		N	56	53	57	56	55	53	53	52
4–5	F	Mean	381.36	352.97	344.47	341.27	361.96	349.27	361.72	353.17
		N	26,181	24,348	26,511	26,424	26,091	24,344	24,093	24,007
	M	Mean	381.43	352.39	334.58	339.03	360.91	344.24	361.43	349.44
		N	30,411	27,934	30,893	30,797	30,312	27,930	27,578	27,487
	Missing	Mean	358.68	335.02	307.92	300.34	329.81	322.71	342.11	324.72
		N	98	95	99	99	98	95	94	94
6–8	F	Mean	384.38	361.95	335.83	354.28	370.02	349.50	368.97	355.81
		N	25,007	23,597	25,479	25,367	24,893	23,595	23,233	23,127
	M	Mean	383.80	358.21	325.40	354.25	369.80	342.45	366.25	350.95
		N	29,570	27,587	30,318	30,184	29,434	27,578	27,001	26,866
	Missing	Mean	365.87	353.07	314.17	320.15	344.12	335.94	357.88	339.44
		N	122	115	130	129	121	115	112	111
9–12	F	Mean	385.24	386.30	363.52	351.14	368.96	375.32	386.25	373.56
		N	24,472	22,998	25,103	24,936	24,304	22,996	22,519	22,364
	M	Mean	385.12	381.46	353.84	352.53	369.57	368.22	382.96	368.89
		N	27,949	25,981	28,936	28,794	27,793	25,963	25,238	25,082
	Missing	Mean	373.25	377.15	347.38	340.89	357.09	361.74	376.34	360.55
		N	161	152	172	170	159	152	146	144

Table 1.2.1.3

Mean Scale Scores by Grade-Level Cluster by Ethnicity, S403 Paper

Cluster	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
K	Non-Hispanic Asian	Mean	284.64	220.08	233.66	287.60	286.38	227.13	239.44	244.68
		N	30,452	30,449	30,449	30,451	30,451	30,447	30,449	30,447
	Non-Hispanic Pacific Islander	Mean	264.15	172.96	192.60	271.95	268.31	183.02	200.31	208.38
		N	1,571	1,571	1,571	1,571	1,571	1,571	1,571	1,571
	Non-Hispanic Black	Mean	275.57	200.22	212.52	291.27	283.68	206.62	222.81	229.51
		N	13,585	13,585	13,585	13,585	13,585	13,585	13,585	13,585
	Hispanic (Of Any Race)	Mean	264.89	179.68	197.18	268.87	267.14	188.67	205.24	211.99
		N	147,951	147,947	147,947	147,950	147,948	147,941	147,944	147,936
	Non-Hispanic American Indian	Mean	272.90	176.98	188.17	273.72	273.57	182.81	205.75	209.82
		N	2,213	2,213	2,213	2,213	2,213	2,213	2,213	2,213
	Non-Hispanic Multiracial	Mean	286.72	212.60	223.00	298.03	292.64	218.05	234.82	240.21
		N	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131
	Non-Hispanic White	Mean	279.94	197.07	216.35	288.92	284.69	206.96	221.91	230.05
		N	23,650	23,650	23,649	23,649	23,649	23,649	23,650	23,648
	Unknown	Mean	255.80	175.79	194.70	255.37	255.84	185.47	199.78	206.37
		N	11,916	11,914	11,916	11,916	11,916	11,914	11,914	11,914
1	Non-Hispanic Asian	Mean	321.54	301.55	274.13	288.41	305.97	288.47	308.26	294.44
		N	2,904	2,668	3,103	3,083	2,887	2,668	2,528	2,512
	Non-Hispanic Pacific Islander	Mean	302.40	289.46	252.41	278.69	291.89	272.94	292.59	278.73
		N	55	48	61	59	53	48	46	44
	Non-Hispanic Black	Mean	310.30	288.04	255.47	279.47	296.51	273.05	295.55	281.05
		N	3,185	2,965	3,621	3,605	3,172	2,963	2,683	2,672
	Hispanic (Of Any Race)	Mean	315.14	287.68	256.85	275.82	297.32	273.05	296.65	281.06
		N	33,451	30,840	37,189	37,042	33,314	30,828	28,408	28,282
	Non-Hispanic American Indian	Mean	318.97	292.48	262.48	279.02	301.17	278.04	301.37	286.05
		N	347	316	381	380	346	316	293	293
	Non-Hispanic Multiracial	Mean	325.48	298.41	269.41	296.25	312.29	284.51	307.27	293.70
		N	222	192	239	238	221	192	177	176
	Non-Hispanic White	Mean	321.60	295.07	268.00	293.13	309.00	282.46	303.66	290.98
		N	3,267	3,035	3,585	3,578	3,258	3,034	2,820	2,811
	Unknown	Mean	302.50	283.39	245.70	257.63	283.32	265.56	289.63	272.34
		N	632	599	729	721	625	599	535	529

Cluster	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
2	Non-Hispanic Asian	Mean	347.41	327.03	300.11	304.83	326.77	314.29	333.47	318.20
		N	2,444	2,270	2,496	2,482	2,429	2,269	2,230	2,217
	Non-Hispanic Pacific Islander	Mean	338.82	314.64	290.40	293.28	317.24	303.31	322.40	308.47
		N	68	61	72	72	68	61	57	57
	Non-Hispanic Black	Mean	336.36	308.63	278.31	286.38	312.78	294.39	317.59	300.45
		N	3,366	3,081	3,572	3,556	3,351	3,081	2,942	2,929
	Hispanic (Of Any Race)	Mean	340.98	313.03	285.66	289.63	316.18	300.13	321.86	305.29
		N	33,611	30,647	34,674	34,525	33,451	30,634	29,867	29,726
	Non-Hispanic American Indian	Mean	340.83	315.21	293.99	292.12	316.92	305.04	323.31	309.01
		N	247	218	256	254	245	218	213	212
	Non-Hispanic Multiracial	Mean	343.21	324.18	293.93	307.75	325.95	309.39	329.51	313.63
		N	210	194	214	213	209	194	192	191
	Non-Hispanic White	Mean	347.13	321.91	293.43	308.73	328.74	308.49	330.04	314.92
		N	2,937	2,718	3,029	3,017	2,924	2,717	2,654	2,642
	Unknown	Mean	321.45	305.74	274.55	272.45	298.10	292.00	311.71	295.29
		N	728	633	761	752	719	633	613	606
3	Non-Hispanic Asian	Mean	369.91	348.42	316.67	317.05	343.95	333.20	355.12	336.62
		N	1,878	1,740	1,901	1,892	1,867	1,738	1,723	1,711
	Non-Hispanic Pacific Islander	Mean	352.62	331.48	298.28	305.46	329.16	314.50	337.54	317.62
		N	45	40	46	46	45	40	39	39
	Non-Hispanic Black	Mean	357.90	333.30	297.48	300.54	330.07	315.72	340.68	320.04
		N	3,466	3,054	3,590	3,574	3,449	3,053	2,960	2,945
	Hispanic (Of Any Race)	Mean	360.16	336.39	304.29	301.50	331.47	320.81	343.64	324.06
		N	29,318	26,529	29,887	29,796	29,198	26,502	26,070	25,941
	Non-Hispanic American Indian	Mean	360.56	336.21	308.75	305.59	333.71	321.85	343.65	325.32
		N	304	267	309	309	304	267	263	263
	Non-Hispanic Multiracial	Mean	372.25	341.34	307.50	318.27	345.47	324.49	350.46	330.56
		N	156	135	157	157	156	135	134	134
	Non-Hispanic White	Mean	367.45	341.68	309.36	317.32	343.05	326.16	349.52	331.26
		N	2,387	2,168	2,438	2,427	2,376	2,168	2,133	2,125
	Unknown	Mean	348.44	329.34	291.77	288.88	320.09	311.54	335.19	314.63
		N	668	601	688	682	662	601	589	584

Cluster	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
4–5	Non-Hispanic Asian	Mean	390.39	363.60	347.56	348.82	370.53	356.41	371.99	360.88
		N	2,108	1,984	2,142	2,130	2,095	1,983	1,961	1,949
	Non-Hispanic Pacific Islander	Mean	376.20	355.30	339.62	336.54	355.99	347.95	361.28	349.82
		N	89	84	90	89	88	84	83	82
	Non-Hispanic Black	Mean	377.50	348.97	334.84	340.91	360.01	342.77	357.94	348.32
		N	5,222	4,687	5,322	5,302	5,201	4,685	4,616	4,597
	Hispanic (Of Any Race)	Mean	381.23	352.24	339.02	338.44	360.46	346.24	361.18	350.60
		N	43,801	40,544	44,382	44,256	43,671	40,539	40,095	39,970
	Non-Hispanic American Indian	Mean	378.74	351.37	340.75	344.44	362.51	346.41	359.41	350.77
		N	426	382	432	431	425	382	379	378
	Non-Hispanic Multiracial	Mean	389.63	361.23	345.10	356.90	373.96	353.75	370.12	359.78
		N	270	250	272	271	269	250	249	248
	Non-Hispanic White	Mean	388.19	358.15	344.14	357.66	373.62	351.98	367.48	358.68
		N	3,495	3,282	3,557	3,537	3,475	3,282	3,237	3,221
	Unknown	Mean	367.32	344.76	329.33	321.72	345.56	338.32	352.13	341.35
		N	1,279	1,164	1,306	1,304	1,277	1,164	1,145	1,143
6–8	Non-Hispanic Asian	Mean	396.97	372.30	342.48	371.36	384.82	357.98	380.07	366.23
		N	1,936	1,848	1,963	1,957	1,930	1,848	1,826	1,821
	Non-Hispanic Pacific Islander	Mean	388.45	359.35	335.16	358.12	373.54	348.10	369.19	356.90
		N	94	94	98	95	91	94	91	88
	Non-Hispanic Black	Mean	381.71	355.81	324.42	355.06	369.09	341.05	364.02	349.77
		N	5,030	4,557	5,203	5,180	5,007	4,557	4,429	4,411
	Hispanic (Of Any Race)	Mean	383.13	359.28	329.70	352.12	368.34	345.06	366.74	352.25
		N	42,066	39,507	42,955	42,762	41,870	39,496	38,806	38,611
	Non-Hispanic American Indian	Mean	379.51	356.88	322.34	342.14	361.68	339.86	363.63	346.52
		N	358	331	367	367	358	331	323	323
	Non-Hispanic Multiracial	Mean	395.09	370.05	339.09	369.89	384.03	355.23	378.24	364.56
		N	301	291	307	304	298	291	286	284
	Non-Hispanic White	Mean	392.19	367.33	337.88	373.23	383.31	353.32	375.09	362.50
		N	3,464	3,299	3,523	3,508	3,449	3,299	3,257	3,243
	Unknown	Mean	379.91	356.02	327.74	342.61	362.55	343.07	363.46	349.29
		N	1,450	1,372	1,511	1,507	1,445	1,372	1,328	1,323

Cluster	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
9–12	Non-Hispanic Asian	Mean	397.70	393.37	371.41	367.70	383.17	382.62	394.88	382.86
		N	2,098	1,980	2,135	2,119	2,082	1,980	1,950	1,936
	Non-Hispanic Pacific Islander	Mean	398.65	388.55	366.18	383.56	392.42	379.13	392.40	383.70
		N	92	86	99	98	91	86	81	80
	Non-Hispanic Black	Mean	373.99	376.14	349.19	348.27	361.90	363.27	375.71	362.98
		N	5,632	5,101	5,924	5,898	5,600	5,095	4,897	4,864
	Hispanic (Of Any Race)	Mean	384.73	383.69	358.20	349.73	367.99	371.41	384.31	370.57
		N	39,389	36,928	40,503	40,266	39,143	36,915	36,079	35,843
	Non-Hispanic American Indian	Mean	397.17	385.24	367.73	360.14	379.53	377.13	389.20	377.95
		N	437	395	453	451	435	395	384	383
	Non-Hispanic Multiracial	Mean	394.98	390.97	364.38	369.71	382.46	378.44	392.21	379.46
		N	259	242	263	263	259	242	239	239
	Non-Hispanic White	Mean	396.76	391.23	365.47	371.00	384.55	378.88	393.32	380.82
		N	3,161	3,007	3,243	3,223	3,141	3,006	2,939	2,919
	Unknown	Mean	389.72	380.31	358.31	351.66	371.56	369.93	383.55	370.85
		N	1,514	1,392	1,591	1,582	1,505	1,392	1,334	1,326

1.2.2. Mean Scale Score Across Domain and Composite Score by Grade

This section shows the mean scale scores broken down by grade rather than by grade-level cluster. Tables are provided for the total student population, for the student population by gender, and for the student population by race and ethnicity.

Table 1.2.2.1

Mean Scale Scores by Grade, S403 Paper

Grade		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall
K	Mean	269.34	187.83	204.69	274.19	272.03	196.50	212.28	218.94
	N	232,469	232,460	232,461	232,466	232,464	232,451	232,457	232,445
1	Mean	315.57	289.20	258.59	278.02	298.60	274.75	297.86	282.68
	N	44,063	40,663	48,908	48,706	43,876	40,648	37,490	37,319
2	Mean	341.08	314.05	286.31	291.31	317.11	301.01	322.65	306.24
	N	43,611	39,822	45,074	44,871	43,396	39,807	38,768	38,580
3	Mean	360.73	336.94	304.40	303.04	332.55	321.17	344.21	324.66
	N	38,222	34,534	39,016	38,883	38,057	34,504	33,911	33,742
4	Mean	376.78	348.51	334.19	336.63	357.41	342.05	357.27	346.84
	N	30,105	27,688	30,576	30,467	29,994	27,684	27,327	27,224
5	Mean	386.54	357.24	344.65	343.81	365.79	351.57	366.29	355.92
	N	26,585	24,689	26,927	26,853	26,507	24,685	24,438	24,364
6	Mean	380.17	353.97	326.12	351.53	366.62	340.60	361.99	348.49
	N	19,366	17,975	19,797	19,704	19,272	17,971	17,650	17,562
7	Mean	384.92	360.40	330.75	354.63	370.47	346.26	368.17	353.84
	N	18,502	17,402	18,913	18,841	18,428	17,398	17,080	17,005
8	Mean	387.48	366.11	334.05	356.75	372.86	350.76	372.96	357.72
	N	16,831	15,922	17,217	17,135	16,748	15,919	15,616	15,537
9	Mean	379.55	377.91	351.49	343.87	362.73	365.16	378.69	364.66
	N	16,210	15,013	16,738	16,647	16,116	15,010	14,618	14,531
10	Mean	385.74	384.05	358.01	351.19	369.13	371.56	384.85	370.98
	N	14,723	13,723	15,194	15,112	14,637	13,716	13,385	13,301
11	Mean	388.89	388.27	363.55	356.28	373.19	376.39	388.80	375.63
	N	13,118	12,280	13,463	13,381	13,030	12,273	12,010	11,922
12	Mean	388.98	387.00	363.72	361.40	375.81	375.88	388.03	376.13
	N	8,531	8,115	8,816	8,760	8,473	8,112	7,890	7,836

Table 1.2.2.2
Mean Scale Scores by Grade by Gender, S403 Paper

Grade	Gender		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall
K	F	Mean	275.57	189.84	209.88	283.68	279.89	200.11	215.54	223.81
		N	107,661	107,657	107,660	107,659	107,659	107,655	107,656	107,652
	M	Mean	264.19	186.27	200.39	266.20	265.45	193.57	209.64	214.92
		N	123,252	123,247	123,245	123,251	123,249	123,240	123,245	123,237
	Missing	Mean	246.65	172.93	185.94	250.35	248.75	179.64	195.03	200.17
		N	1,556	1,556	1,556	1,556	1,556	1,556	1,556	1,556
1	F	Mean	317.57	289.78	263.60	281.55	301.15	277.45	298.76	285.15
		N	20,944	19,195	22,919	22,826	20,853	19,187	17,890	17,804
	M	Mean	313.82	288.69	254.21	274.99	296.36	272.35	297.06	280.45
		N	23,025	21,388	25,887	25,778	22,929	21,381	19,526	19,441
	Missing	Mean	300.93	286.10	246.57	253.07	278.68	267.01	292.93	272.85
		N	94	80	102	102	94	80	74	74
2	F	Mean	344.05	315.78	292.95	293.46	319.59	305.11	324.73	309.83
		N	20,269	18,522	20,815	20,731	20,180	18,515	18,109	18,026
	M	Mean	338.55	312.54	280.64	289.55	315.03	297.45	320.84	303.12
		N	23,265	21,228	24,181	24,063	23,140	21,220	20,587	20,483
	Missing	Mean	321.84	313.29	271.68	263.91	292.71	294.17	316.75	293.82
		N	77	72	78	77	76	72	72	71
3	F	Mean	360.50	336.95	310.77	303.12	332.44	324.22	344.08	326.67
		N	17,331	15,646	17,620	17,546	17,245	15,634	15,425	15,338
	M	Mean	360.98	336.98	299.20	303.05	332.72	318.70	344.37	323.05
		N	20,835	18,835	21,339	21,281	20,757	18,817	18,433	18,352
	Missing	Mean	337.93	320.21	279.47	273.84	307.91	301.21	326.23	304.06
		N	56	53	57	56	55	53	53	52
4	F	Mean	376.59	348.29	339.11	337.84	357.88	344.24	357.00	348.42
		N	13,847	12,804	14,037	13,986	13,795	12,801	12,654	12,603
	M	Mean	377.03	348.76	330.13	335.76	357.14	340.26	357.58	345.59
		N	16,194	14,822	16,474	16,416	16,135	14,821	14,612	14,560
	Missing	Mean	355.89	334.10	301.15	294.52	325.48	319.03	340.57	320.95
		N	64	62	65	65	64	62	61	61
5	F	Mean	386.71	358.15	350.49	345.12	366.54	354.85	366.94	358.42
		N	12,334	11,544	12,474	12,438	12,296	11,543	11,439	11,404
	M	Mean	386.45	356.50	339.66	342.76	365.20	348.74	365.77	353.78
		N	14,217	13,112	14,419	14,381	14,177	13,109	12,966	12,927
	Missing	Mean	363.94	336.76	320.85	311.47	337.94	329.61	344.94	331.70
		N	34	33	34	34	34	33	33	33

Grade	Gender		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall
6	F	Mean	380.59	355.92	332.68	351.90	366.90	344.86	363.47	351.46
		N	8,928	8,351	9,102	9,060	8,884	8,350	8,220	8,180
	M	Mean	379.84	352.27	320.55	351.28	366.42	336.90	360.71	345.91
		N	10,385	9,573	10,641	10,591	10,336	9,570	9,379	9,332
	Missing	Mean	375.02	353.75	317.02	338.94	358.88	337.55	360.22	344.34
		N	53	51	54	53	52	51	51	50
7	F	Mean	385.69	362.73	336.47	354.87	371.02	350.19	369.97	356.71
		N	8,503	8,024	8,647	8,614	8,470	8,023	7,910	7,878
	M	Mean	384.32	358.42	325.96	354.55	370.07	342.90	366.62	351.38
		N	9,974	9,354	10,238	10,199	9,933	9,351	9,147	9,104
	Missing	Mean	365.12	355.79	318.61	308.57	338.88	340.50	361.52	343.09
		N	25	24	28	28	25	24	23	23
8	F	Mean	387.38	368.06	338.83	356.44	372.55	354.09	374.23	359.85
		N	7,576	7,222	7,730	7,693	7,539	7,222	7,103	7,069
	M	Mean	387.71	364.56	330.27	357.27	373.31	348.08	371.99	356.06
		N	9,211	8,660	9,439	9,394	9,165	8,657	8,475	8,430
	Missing	Mean	355.27	350.58	308.38	306.15	329.66	331.15	352.53	330.79
		N	44	40	48	48	44	40	38	38
9	F	Mean	380.76	381.44	358.17	345.51	364.17	370.13	381.44	368.49
		N	7,301	6,789	7,508	7,465	7,257	6,789	6,634	6,594
	M	Mean	378.57	375.00	346.05	342.60	361.60	361.08	376.42	361.51
		N	8,828	8,147	9,143	9,096	8,779	8,144	7,911	7,865
	Missing	Mean	376.43	374.03	346.20	335.86	356.48	358.31	374.81	357.13
		N	81	77	87	86	80	77	73	72
10	F	Mean	386.42	387.03	363.38	350.63	369.21	375.64	387.08	373.78
		N	6,756	6,354	6,941	6,899	6,713	6,353	6,222	6,182
	M	Mean	385.23	381.50	353.53	351.65	369.10	368.07	382.94	368.57
		N	7,932	7,334	8,213	8,173	7,889	7,328	7,130	7,086
	Missing	Mean	369.20	378.14	346.58	354.20	360.89	362.69	375.27	362.21
		N	35	35	40	40	35	35	33	33
11	F	Mean	387.86	389.85	367.74	353.97	371.56	379.21	389.59	377.10
		N	6,175	5,815	6,317	6,268	6,125	5,814	5,700	5,653
	M	Mean	389.88	386.87	359.89	358.39	374.70	373.88	388.11	374.33
		N	6,917	6,442	7,120	7,088	6,880	6,436	6,287	6,247
	Missing	Mean	372.62	380.35	346.31	336.76	355.52	365.26	380.17	365.68
		N	26	23	26	25	25	23	23	22
12	F	Mean	387.26	388.22	366.84	357.60	373.06	377.94	388.19	376.62
		N	4,240	4,040	4,337	4,304	4,209	4,040	3,963	3,935
	M	Mean	390.77	385.79	360.72	365.17	378.62	373.86	387.91	375.68
		N	4,272	4,058	4,460	4,437	4,245	4,055	3,910	3,884
	Missing	Mean	368.00	384.94	355.95	341.11	354.79	370.53	379.76	365.18
		N	19	17	19	19	19	17	17	17

Table 1.2.2.3
Mean Scale Scores by Grade by Ethnicity, S403 Paper

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
K	Non-Hispanic Asian	Mean	284.64	220.08	233.66	287.60	286.38	227.13	239.44	244.68
		N	30,452	30,449	30,449	30,451	30,451	30,447	30,449	30,447
	Non-Hispanic Pacific Islander	Mean	264.15	172.96	192.60	271.95	268.31	183.02	200.31	208.38
		N	1,571	1,571	1,571	1,571	1,571	1,571	1,571	1,571
	Non-Hispanic Black	Mean	275.57	200.22	212.52	291.27	283.68	206.62	222.81	229.51
		N	13,585	13,585	13,585	13,585	13,585	13,585	13,585	13,585
	Hispanic (Of Any Race)	Mean	264.89	179.68	197.18	268.87	267.14	188.67	205.24	211.99
		N	147,951	147,947	147,947	147,950	147,948	147,941	147,944	147,936
	Non-Hispanic American Indian	Mean	272.90	176.98	188.17	273.72	273.57	182.81	205.75	209.82
		N	2,213	2,213	2,213	2,213	2,213	2,213	2,213	2,213
	Non-Hispanic Multiracial	Mean	286.72	212.60	223.00	298.03	292.64	218.05	234.82	240.21
		N	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131
	Non-Hispanic White	Mean	279.94	197.07	216.35	288.92	284.69	206.96	221.91	230.05
		N	23,650	23,650	23,649	23,649	23,649	23,649	23,650	23,648
	Unknown	Mean	255.80	175.79	194.70	255.37	255.84	185.47	199.78	206.37
		N	11,916	11,914	11,916	11,916	11,916	11,914	11,914	11,914
1	Non-Hispanic Asian	Mean	321.54	301.55	274.13	288.41	305.97	288.47	308.26	294.44
		N	2,904	2,668	3,103	3,083	2,887	2,668	2,528	2,512
	Non-Hispanic Pacific Islander	Mean	302.40	289.46	252.41	278.69	291.89	272.94	292.59	278.73
		N	55	48	61	59	53	48	46	44
	Non-Hispanic Black	Mean	310.30	288.04	255.47	279.47	296.51	273.05	295.55	281.05
		N	3,185	2,965	3,621	3,605	3,172	2,963	2,683	2,672
	Hispanic (Of Any Race)	Mean	315.14	287.68	256.85	275.82	297.32	273.05	296.65	281.06
		N	33,451	30,840	37,189	37,042	33,314	30,828	28,408	28,282
	Non-Hispanic American Indian	Mean	318.97	292.48	262.48	279.02	301.17	278.04	301.37	286.05
		N	347	316	381	380	346	316	293	293
	Non-Hispanic Multiracial	Mean	325.48	298.41	269.41	296.25	312.29	284.51	307.27	293.70
		N	222	192	239	238	221	192	177	176
	Non-Hispanic White	Mean	321.60	295.07	268.00	293.13	309.00	282.46	303.66	290.98
		N	3,267	3,035	3,585	3,578	3,258	3,034	2,820	2,811
	Unknown	Mean	302.50	283.39	245.70	257.63	283.32	265.56	289.63	272.34
		N	632	599	729	721	625	599	535	529

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
2	Non-Hispanic Asian	Mean	347.41	327.03	300.11	304.83	326.77	314.29	333.47	318.20
		N	2,444	2,270	2,496	2,482	2,429	2,269	2,230	2,217
	Non-Hispanic Pacific Islander	Mean	338.82	314.64	290.40	293.28	317.24	303.31	322.40	308.47
		N	68	61	72	72	68	61	57	57
	Non-Hispanic Black	Mean	336.36	308.63	278.31	286.38	312.78	294.39	317.59	300.45
		N	3,366	3,081	3,572	3,556	3,351	3,081	2,942	2,929
	Hispanic (Of Any Race)	Mean	340.98	313.03	285.66	289.63	316.18	300.13	321.86	305.29
		N	33,611	30,647	34,674	34,525	33,451	30,634	29,867	29,726
	Non-Hispanic American Indian	Mean	340.83	315.21	293.99	292.12	316.92	305.04	323.31	309.01
		N	247	218	256	254	245	218	213	212
	Non-Hispanic Multiracial	Mean	343.21	324.18	293.93	307.75	325.95	309.39	329.51	313.63
		N	210	194	214	213	209	194	192	191
	Non-Hispanic White	Mean	347.13	321.91	293.43	308.73	328.74	308.49	330.04	314.92
		N	2,937	2,718	3,029	3,017	2,924	2,717	2,654	2,642
	Unknown	Mean	321.45	305.74	274.55	272.45	298.10	292.00	311.71	295.29
		N	728	633	761	752	719	633	613	606
3	Non-Hispanic Asian	Mean	369.91	348.42	316.67	317.05	343.95	333.20	355.12	336.62
		N	1,878	1,740	1,901	1,892	1,867	1,738	1,723	1,711
	Non-Hispanic Pacific Islander	Mean	352.62	331.48	298.28	305.46	329.16	314.50	337.54	317.62
		N	45	40	46	46	45	40	39	39
	Non-Hispanic Black	Mean	357.90	333.30	297.48	300.54	330.07	315.72	340.68	320.04
		N	3,466	3,054	3,590	3,574	3,449	3,053	2,960	2,945
	Hispanic (Of Any Race)	Mean	360.16	336.39	304.29	301.50	331.47	320.81	343.64	324.06
		N	29,318	26,529	29,887	29,796	29,198	26,502	26,070	25,941
	Non-Hispanic American Indian	Mean	360.56	336.21	308.75	305.59	333.71	321.85	343.65	325.32
		N	304	267	309	309	304	267	263	263
	Non-Hispanic Multiracial	Mean	372.25	341.34	307.50	318.27	345.47	324.49	350.46	330.56
		N	156	135	157	157	156	135	134	134
	Non-Hispanic White	Mean	367.45	341.68	309.36	317.32	343.05	326.16	349.52	331.26
		N	2,387	2,168	2,438	2,427	2,376	2,168	2,133	2,125
	Unknown	Mean	348.44	329.34	291.77	288.88	320.09	311.54	335.19	314.63
		N	668	601	688	682	662	601	589	584

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
4	Non-Hispanic Asian	Mean	389.26	362.07	346.85	349.92	370.61	355.27	370.72	360.11
		N	1,166	1,100	1,185	1,173	1,153	1,099	1,087	1,075
	Non-Hispanic Pacific Islander	Mean	368.93	352.91	327.56	326.95	346.63	342.45	357.81	343.36
		N	44	44	45	44	43	44	43	42
	Non-Hispanic Black	Mean	372.94	344.91	330.36	337.19	355.87	338.59	353.74	344.24
		N	2,768	2,467	2,822	2,809	2,755	2,466	2,426	2,415
	Hispanic (Of Any Race)	Mean	376.58	347.93	333.94	334.97	356.45	341.53	356.75	346.12
		N	23,091	21,270	23,427	23,360	23,023	21,268	21,004	20,938
	Non-Hispanic American Indian	Mean	372.37	349.28	336.18	341.18	357.29	343.77	356.13	347.79
		N	243	224	247	247	243	224	222	222
	Non-Hispanic Multiracial	Mean	381.60	356.49	339.72	345.74	364.75	348.34	364.38	353.58
		N	146	134	148	148	146	134	133	133
	Non-Hispanic White	Mean	382.81	353.82	339.17	353.75	368.98	347.42	362.86	354.11
		N	1,944	1,805	1,981	1,967	1,930	1,805	1,779	1,768
	Unknown	Mean	362.12	341.12	321.44	316.77	340.82	332.93	348.06	336.46
		N	703	644	721	719	701	644	633	631
5	Non-Hispanic Asian	Mean	391.79	365.49	348.43	347.46	370.44	357.82	373.58	361.82
		N	942	884	957	957	942	884	874	874
	Non-Hispanic Pacific Islander	Mean	383.31	357.93	351.69	345.91	364.93	354.00	365.00	356.60
		N	45	40	45	45	45	40	40	40
	Non-Hispanic Black	Mean	382.64	353.49	339.90	345.11	364.67	347.42	362.61	352.83
		N	2,454	2,220	2,500	2,493	2,446	2,219	2,190	2,182
	Hispanic (Of Any Race)	Mean	386.42	357.00	344.70	342.32	364.94	351.44	366.06	355.54
		N	20,710	19,274	20,955	20,896	20,648	19,271	19,091	19,032
	Non-Hispanic American Indian	Mean	387.21	354.32	346.86	348.82	369.48	350.15	364.05	355.00
		N	183	158	185	184	182	158	157	156
	Non-Hispanic Multiracial	Mean	399.09	366.70	351.52	370.33	384.89	359.99	376.69	366.95
		N	124	116	124	123	123	116	116	115
	Non-Hispanic White	Mean	394.92	363.44	350.39	362.57	379.42	357.54	373.11	364.23
		N	1,551	1,477	1,576	1,570	1,545	1,477	1,458	1,453
	Unknown	Mean	373.67	349.27	339.06	327.80	351.32	344.99	357.16	347.38
		N	576	520	585	585	576	520	512	512

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
6	Non-Hispanic Asian	Mean	390.64	363.24	334.65	364.11	378.24	349.36	371.83	358.13
		N	675	639	691	688	672	639	626	623
	Non-Hispanic Pacific Islander	Mean	379.29	354.30	336.35	359.69	370.38	345.97	361.90	353.96
		N	31	30	31	29	29	30	30	28
	Non-Hispanic Black	Mean	378.37	350.66	320.51	352.22	366.07	336.65	359.16	345.66
		N	1,763	1,570	1,817	1,806	1,752	1,570	1,531	1,523
	Hispanic (Of Any Race)	Mean	379.46	353.39	325.92	350.01	365.49	340.12	361.36	347.79
		N	14,858	13,811	15,183	15,117	14,791	13,807	13,562	13,497
	Non-Hispanic American Indian	Mean	382.43	352.92	324.40	349.39	367.00	338.87	361.75	347.29
		N	165	155	171	171	165	155	150	150
	Non-Hispanic Multiracial	Mean	385.24	362.55	331.50	359.27	374.18	347.71	369.71	355.65
		N	103	100	105	104	102	100	99	99
	Non-Hispanic White	Mean	388.89	361.33	334.15	368.30	378.99	348.30	369.59	357.37
		N	1,216	1,142	1,226	1,217	1,207	1,142	1,135	1,126
	Unknown	Mean	371.52	350.30	320.65	337.51	355.99	336.64	356.93	342.81
		N	555	528	573	572	554	528	517	516
7	Non-Hispanic Asian	Mean	400.16	374.34	344.49	373.96	387.43	359.96	382.38	368.21
		N	657	628	664	664	657	628	622	622
	Non-Hispanic Pacific Islander	Mean	400.68	360.03	334.90	359.26	378.79	348.33	373.29	358.04
		N	28	30	31	31	28	30	28	28
	Non-Hispanic Black	Mean	383.66	356.73	325.88	356.79	371.08	342.24	365.34	351.32
		N	1,753	1,593	1,821	1,814	1,746	1,593	1,545	1,539
	Hispanic (Of Any Race)	Mean	383.91	359.69	330.18	352.40	368.81	345.54	367.32	352.80
		N	14,286	13,466	14,563	14,503	14,225	13,462	13,240	13,177
	Non-Hispanic American Indian	Mean	372.82	357.15	317.75	330.74	352.66	337.17	362.20	342.33
		N	100	89	102	102	100	89	87	87
	Non-Hispanic Multiracial	Mean	398.23	371.79	341.26	377.72	388.30	356.77	380.31	366.89
		N	101	96	102	101	100	96	95	94
	Non-Hispanic White	Mean	391.68	367.31	338.08	373.48	383.22	353.60	375.13	362.86
		N	1,127	1,065	1,151	1,149	1,125	1,065	1,049	1,047
	Unknown	Mean	381.62	357.02	330.08	341.83	363.27	344.93	364.86	351.08
		N	450	435	479	477	447	435	414	411

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
8	Non-Hispanic Asian	Mean	400.57	380.07	349.17	376.75	389.32	365.31	386.50	372.83
		N	604	581	608	605	601	581	578	576
	Non-Hispanic Pacific Islander	Mean	386.77	363.21	334.36	355.80	371.91	349.76	372.33	358.47
		N	35	34	36	35	34	34	33	32
	Non-Hispanic Black	Mean	383.35	360.55	327.25	356.35	370.27	344.64	368.01	352.66
		N	1,514	1,394	1,565	1,560	1,509	1,394	1,353	1,349
	Hispanic (Of Any Race)	Mean	386.48	365.48	333.49	354.25	371.12	350.11	372.18	356.70
		N	12,922	12,230	13,209	13,142	12,854	12,227	12,004	11,937
	Non-Hispanic American Indian	Mean	381.51	363.66	323.55	341.34	361.92	344.39	368.37	349.40
		N	93	87	94	94	93	87	86	86
	Non-Hispanic Multiracial	Mean	402.27	376.19	344.83	373.05	390.06	361.58	385.30	371.84
		N	97	95	100	99	96	95	92	91
	Non-Hispanic White	Mean	396.27	373.62	341.68	378.22	388.06	358.30	380.86	367.53
		N	1,121	1,092	1,146	1,142	1,117	1,092	1,073	1,070
	Unknown	Mean	388.63	362.33	334.14	349.78	370.01	349.40	370.50	355.87
		N	445	409	459	458	444	409	397	396
9	Non-Hispanic Asian	Mean	394.83	389.09	367.76	363.59	380.07	378.68	390.92	379.34
		N	573	548	583	579	569	548	538	535
	Non-Hispanic Pacific Islander	Mean	384.70	378.93	351.35	360.39	372.67	367.26	383.67	370.79
		N	27	27	31	31	27	27	24	24
	Non-Hispanic Black	Mean	369.36	371.59	342.75	343.28	357.39	357.35	371.10	357.44
		N	1,496	1,314	1,570	1,566	1,492	1,314	1,262	1,258
	Hispanic (Of Any Race)	Mean	378.75	377.37	350.91	341.18	361.06	364.57	378.05	363.72
		N	12,385	11,527	12,776	12,699	12,305	11,524	11,236	11,161
	Non-Hispanic American Indian	Mean	396.87	382.95	362.47	360.88	379.26	372.36	387.22	374.15
		N	167	151	173	173	167	151	148	148
	Non-Hispanic Multiracial	Mean	396.30	392.46	365.52	377.69	386.79	379.22	392.76	380.31
		N	76	72	77	77	76	72	71	71
	Non-Hispanic White	Mean	392.02	387.23	361.89	367.02	380.09	375.20	389.00	376.88
		N	977	920	998	993	973	920	902	899
	Unknown	Mean	379.15	373.33	348.14	333.73	356.79	361.41	375.38	360.17
		N	509	454	530	529	507	454	437	435

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
10	Non-Hispanic Asian	Mean	397.17	393.04	369.45	366.97	382.01	381.28	394.16	380.88
		N	573	537	582	578	569	537	529	525
	Non-Hispanic Pacific Islander	Mean	395.63	381.86	368.97	380.58	389.39	375.93	383.00	377.42
		N	32	28	34	33	31	28	27	26
	Non-Hispanic Black	Mean	375.92	376.56	348.91	346.99	362.42	363.90	376.59	363.69
		N	1,447	1,310	1,523	1,521	1,441	1,307	1,267	1,259
	Hispanic (Of Any Race)	Mean	385.27	384.06	358.05	349.31	367.91	371.49	384.71	370.56
		N	11,162	10,419	11,493	11,426	11,095	10,415	10,173	10,109
	Non-Hispanic American Indian	Mean	396.27	386.71	366.68	352.14	375.65	378.22	390.94	378.48
		N	102	91	108	107	101	91	86	86
	Non-Hispanic Multiracial	Mean	392.07	389.26	356.14	362.47	376.90	373.32	389.93	374.13
		N	73	69	74	74	73	69	68	68
	Non-Hispanic White	Mean	396.39	390.93	364.18	369.86	383.92	378.02	392.89	379.85
		N	920	884	946	940	914	884	865	859
	Unknown	Mean	388.70	379.54	357.35	349.63	370.26	368.76	382.56	369.58
		N	414	385	434	433	413	385	370	369
11	Non-Hispanic Asian	Mean	399.74	397.28	374.86	371.52	386.50	386.30	398.45	386.88
		N	572	534	585	580	567	534	524	519
	Non-Hispanic Pacific Islander	Mean	410.87	407.90	373.61	403.87	407.57	394.10	410.20	399.65
		N	23	20	23	23	23	20	20	20
	Non-Hispanic Black	Mean	377.28	379.43	353.73	351.67	364.85	366.94	379.10	366.44
		N	1,466	1,323	1,529	1,519	1,454	1,321	1,271	1,259
	Hispanic (Of Any Race)	Mean	388.72	388.53	363.58	354.13	372.02	376.50	388.87	375.30
		N	9,760	9,188	9,987	9,931	9,701	9,184	9,011	8,952
	Non-Hispanic American Indian	Mean	399.55	387.02	373.49	363.64	382.23	382.84	391.32	382.59
		N	93	82	94	94	93	82	82	82
	Non-Hispanic Multiracial	Mean	390.85	389.42	366.67	362.48	377.49	379.84	390.43	379.89
		N	65	62	67	67	65	62	61	61
	Non-Hispanic White	Mean	398.84	395.02	369.92	372.97	386.45	382.83	396.57	384.13
		N	790	747	810	804	783	746	730	722
	Unknown	Mean	397.75	385.45	367.84	366.95	383.59	377.32	389.62	379.47
		N	349	324	368	363	344	324	311	307

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
12	Non-Hispanic Asian	Mean	399.72	394.56	374.66	369.21	384.59	385.16	396.70	385.23
		N	380	361	385	382	377	361	359	357
	Non-Hispanic Pacific Islander	Mean	417.90	394.00	383.82	415.36	420.30	389.18	403.10	399.10
		N	10	11	11	11	10	11	10	10
	Non-Hispanic Black	Mean	373.43	377.07	351.95	351.82	363.30	365.10	376.08	364.57
		N	1,223	1,154	1,302	1,292	1,213	1,153	1,097	1,088
	Hispanic (Of Any Race)	Mean	389.51	387.88	364.80	360.97	375.78	376.79	388.76	376.68
		N	6,082	5,794	6,247	6,210	6,042	5,792	5,659	5,621
	Non-Hispanic American Indian	Mean	396.12	386.14	373.91	365.31	382.03	379.28	388.78	380.00
		N	75	71	78	77	74	71	68	67
	Non-Hispanic Multiracial	Mean	403.47	393.69	372.60	378.71	391.36	383.85	397.97	386.51
		N	45	39	45	45	45	39	39	39
	Non-Hispanic White	Mean	403.78	393.68	367.92	378.08	391.83	381.52	397.61	385.32
		N	474	456	489	486	471	456	442	439
	Unknown	Mean	402.15	388.16	367.16	370.37	387.69	378.33	393.03	382.35
		N	242	229	259	257	241	229	216	215

1.2.3. Correlations

The tables in this section show Pearson correlations among the four domain scale scores by grade-level clusters across all tiers, as well as the number of students included in each correlation. Results are provided by grade-level cluster.

Table 1.2.3.1

Correlations Among Scale Scores: K, S403 Paper

		Listening	Reading	Writing	Speaking
Listening	Pearson Correlation	1	.521	.558	.774
	N	232,469	232,457	232,458	232,464
Reading	Pearson Correlation		1	.723	.475
	N		232,460	232,451	232,455
Writing	Pearson Correlation			1	.530
	N			232,461	232,457
Speaking	Pearson Correlation				1
	N				232,466

Table 1.2.3.2

Correlations Among Scale Scores: Grade 1, S403 Paper

		Listening	Reading	Writing	Speaking
Listening	Pearson Correlation	1	.500	.499	.507
	N	44,063	37,490	44,051	43,876
Reading	Pearson Correlation		1	.532	.426
	N		40,663	40,648	40,484
Writing	Pearson Correlation			1	.501
	N			48,908	48,691
Speaking	Pearson Correlation				1
	N				48,706

Table 1.2.3.3

Correlations Among Scale Scores: Grade 2, S403 paper

		Listening	Reading	Writing	Speaking
Listening	Pearson Correlation	1	.579	.563	.539
	N	43,611	38,768	43,595	43,396
Reading	Pearson Correlation		1	.638	.497
	N		39,822	39,807	39,639
Writing	Pearson Correlation			1	.523
	N			45,074	44,854
Speaking	Pearson Correlation				1
	N				44,871

Table 1.2.3.4

Correlations Among Scale Scores: Grade 3, S403 Paper

		Listening	Reading	Writing	Speaking
Listening	Pearson Correlation	1	.629	.525	.516
	N	38,222	33,911	38,190	38,057
Reading	Pearson Correlation		1	.593	.522
	N		34,534	34,504	34,395
Writing	Pearson Correlation			1	.549
	N			39,016	38,851
Speaking	Pearson Correlation				1
	N				38,883

Table 1.2.3.5

Correlations Among Scale Scores: Grades 4–5, S403 Paper

		Listening	Reading	Writing	Speaking
Listening	Pearson Correlation	1	.700	.605	.585
	N	56,690	51,765	56,681	56,501
Reading	Pearson Correlation		1	.670	.595
	N		52,377	52,369	52,206
Writing	Pearson Correlation			1	.621
	N			57,503	57,310
Speaking	Pearson Correlation				1
	N				57,320

Table 1.2.3.6

Correlations Among Scale Scores: Grades 6–8, S403 Paper

		Listening	Reading	Writing	Speaking
Listening	Pearson Correlation	1	.709	.682	.649
	N	54,699	50,346	54,687	54,448
Reading	Pearson Correlation		1	.659	.591
	N		51,299	51,288	51,059
Writing	Pearson Correlation			1	.664
	N			55,927	55,669
Speaking	Pearson Correlation				1
	N				55,680

Table 1.2.3.7

Correlations Among Scale Scores: Grades 9–12, S403 Paper

		Listening	Reading	Writing	Speaking
Listening	Pearson Correlation	1	.722	.660	.651
	N	52,582	47,903	52,557	52,256
Reading	Pearson Correlation		1	.675	.609
	N		49,131	49,111	48,826
Writing	Pearson Correlation			1	.649
	N			54,211	53,872
Speaking	Pearson Correlation				1
	N				53,900

1.3. Proficiency Level Results

Proficiency level results show the distribution of students falling into the six language proficiency levels outlined by the WIDA ELD Standards. The results are presented in eight subsections—four domains and four composites--by count and percentage.

Each table in this section shows either the number or percentage of students classified into each language proficiency level.

Results are first presented by grade-level cluster and tier, then by grade and tier, and then by grade alone.

1.3.1. Domains

1.3.1.1. Listening

1.3.1.1.1. By Cluster by Tier

Table 1.3.1.1.1

Proficiency Level by Cluster (Count): Listening, S403 Paper

Cluster	Tier	Listening Proficiency Range						Total
		1	2	3	4	5	6	
K	-	59,568	22,134	19,724	13,512	34,871	82,660	232,469
1	A	1,377	2,479	3,200	2,374	6,443	5,538	21,411
	BC	169	436	1,968	3,009	4,710	12,360	22,652
2	A	1,242	1,854	1,776	1,409	3,197	32	9,510
	BC	120	1,045	3,669	2,465	8,333	18,469	34,101
3	A	279	1,657	1,853	1,123	985	780	6,677
	BC	24	463	3,463	2,488	11,261	13,846	31,545
4-5	A	735	2,787	2,490	1,644	1,109	1,058	9,823
	BC	31	580	3,486	6,250	17,443	19,077	46,867
6-8	A	3,498	4,927	2,553	1,394	1,221	230	13,823
	BC	59	1,106	4,990	10,123	11,333	13,265	40,876
9-12	A	6,373	5,016	2,050	766	244	0	14,449
	BC	453	3,090	9,023	11,571	7,813	6,183	38,133

Table 1.3.1.1.2

Proficiency Level by Cluster (Percent): Listening, S403 Paper

Cluster	Tier	Listening Proficiency Range						Total
		1	2	3	4	5	6	
K	-	25.6%	9.5%	8.5%	5.8%	15.0%	35.6%	100.0%
1	A	6.4%	11.6%	14.9%	11.1%	30.1%	25.9%	100.0%
	BC	0.7%	1.9%	8.7%	13.3%	20.8%	54.6%	100.0%
2	A	13.1%	19.5%	18.7%	14.8%	33.6%	0.3%	100.0%
	BC	0.4%	3.1%	10.8%	7.2%	24.4%	54.2%	100.0%
3	A	4.2%	24.8%	27.8%	16.8%	14.8%	11.7%	100.0%
	BC	0.1%	1.5%	11.0%	7.9%	35.7%	43.9%	100.0%
4-5	A	7.5%	28.4%	25.3%	16.7%	11.3%	10.8%	100.0%
	BC	0.1%	1.2%	7.4%	13.3%	37.2%	40.7%	100.0%
6-8	A	25.3%	35.6%	18.5%	10.1%	8.8%	1.7%	100.0%
	BC	0.1%	2.7%	12.2%	24.8%	27.7%	32.5%	100.0%
9-12	A	44.1%	34.7%	14.2%	5.3%	1.7%	0.0%	100.0%
	BC	1.2%	8.1%	23.7%	30.3%	20.5%	16.2%	100.0%

1.3.1.1.2. By Grade by Tier

Table 1.3.1.2.1

Proficiency Level by Grade (Count): Listening, S403 Paper

Grade	Tier	Listening Proficiency Range						Total
		1	2	3	4	5	6	
K	-	59,568	22,134	19,724	13,512	34,871	82,660	232,469
1	A	1,377	2,479	3,200	2,374	6,443	5,538	21,411
	BC	169	436	1,968	3,009	4,710	12,360	22,652
2	A	1,242	1,854	1,776	1,409	3,197	32	9,510
	BC	120	1,045	3,669	2,465	8,333	18,469	34,101
3	A	279	1,657	1,853	1,123	985	780	6,677
	BC	24	463	3,463	2,488	11,261	13,846	31,545
4	A	314	1,451	1,333	846	701	506	5,151
	BC	20	254	1,902	3,383	9,270	10,125	24,954
5	A	421	1,336	1,157	798	408	552	4,672
	BC	11	326	1,584	2,867	8,173	8,952	21,913
6	A	891	1,787	782	606	426	116	4,608
	BC	14	336	1,493	3,907	4,101	4,907	14,758
7	A	1,361	1,332	1,065	287	463	112	4,620
	BC	28	451	1,566	3,933	3,890	4,014	13,882
8	A	1,246	1,808	706	501	332	2	4,595
	BC	17	319	1,931	2,283	3,342	4,344	12,236
9	A	1,773	2,406	713	197	153	0	5,242
	BC	57	516	1,882	3,522	2,523	2,468	10,968
10	A	1,715	1,418	600	274	26	0	4,033
	BC	62	892	2,328	3,592	2,195	1,621	10,690
11	A	1,745	807	526	250	43	0	3,371
	BC	114	764	2,938	2,229	2,079	1,623	9,747
12	A	1,140	385	211	45	22	0	1,803
	BC	220	918	1,875	2,228	1,016	471	6,728

Table 1.3.1.2.2

Proficiency Level by Grade (Percent): Listening, S403 Paper

Grade	Tier	Listening Proficiency Range						Total
		1	2	3	4	5	6	
K	-	25.6%	9.5%	8.5%	5.8%	15.0%	35.6%	100.0%
1	A	6.4%	11.6%	14.9%	11.1%	30.1%	25.9%	100.0%
	BC	0.7%	1.9%	8.7%	13.3%	20.8%	54.6%	100.0%
2	A	13.1%	19.5%	18.7%	14.8%	33.6%	0.3%	100.0%
	BC	0.4%	3.1%	10.8%	7.2%	24.4%	54.2%	100.0%
3	A	4.2%	24.8%	27.8%	16.8%	14.8%	11.7%	100.0%
	BC	0.1%	1.5%	11.0%	7.9%	35.7%	43.9%	100.0%
4	A	6.1%	28.2%	25.9%	16.4%	13.6%	9.8%	100.0%
	BC	0.1%	1.0%	7.6%	13.6%	37.1%	40.6%	100.0%
5	A	9.0%	28.6%	24.8%	17.1%	8.7%	11.8%	100.0%
	BC	0.1%	1.5%	7.2%	13.1%	37.3%	40.9%	100.0%
6	A	19.3%	38.8%	17.0%	13.2%	9.2%	2.5%	100.0%
	BC	0.1%	2.3%	10.1%	26.5%	27.8%	33.2%	100.0%
7	A	29.5%	28.8%	23.1%	6.2%	10.0%	2.4%	100.0%
	BC	0.2%	3.2%	11.3%	28.3%	28.0%	28.9%	100.0%
8	A	27.1%	39.3%	15.4%	10.9%	7.2%	0.0%	100.0%
	BC	0.1%	2.6%	15.8%	18.7%	27.3%	35.5%	100.0%
9	A	33.8%	45.9%	13.6%	3.8%	2.9%	0.0%	100.0%
	BC	0.5%	4.7%	17.2%	32.1%	23.0%	22.5%	100.0%
10	A	42.5%	35.2%	14.9%	6.8%	0.6%	0.0%	100.0%
	BC	0.6%	8.3%	21.8%	33.6%	20.5%	15.2%	100.0%
11	A	51.8%	23.9%	15.6%	7.4%	1.3%	0.0%	100.0%
	BC	1.2%	7.8%	30.1%	22.9%	21.3%	16.7%	100.0%
12	A	63.2%	21.4%	11.7%	2.5%	1.2%	0.0%	100.0%
	BC	3.3%	13.6%	27.9%	33.1%	15.1%	7.0%	100.0%

1.3.1.1.3. By Grade

Table 1.3.1.3.1

Proficiency Level by Grade (Count): Listening

Grade	Listening Proficiency Range						Total
	1	2	3	4	5	6	
K	59,568	22,134	19,724	13,512	34,871	82,660	232,469
1	1,546	2,915	5,168	5,383	11,153	17,898	44,063
2	1,362	2,899	5,445	3,874	11,530	18,501	43,611
3	303	2,120	5,316	3,611	12,246	14,626	38,222
4	334	1,705	3,235	4,229	9,971	10,631	30,105
5	432	1,662	2,741	3,665	8,581	9,504	26,585
6	905	2,123	2,275	4,513	4,527	5,023	19,366
7	1,389	1,783	2,631	4,220	4,353	4,126	18,502
8	1,263	2,127	2,637	2,784	3,674	4,346	16,831
9	1,830	2,922	2,595	3,719	2,676	2,468	16,210
10	1,777	2,310	2,928	3,866	2,221	1,621	14,723
11	1,859	1,571	3,464	2,479	2,122	1,623	13,118
12	1,360	1,303	2,086	2,273	1,038	471	8,531

Table 1.3.1.3.2

Proficiency Level by Grade (Percent): Listening

Grade	Listening Proficiency Range						Total
	1	2	3	4	5	6	
K	25.6%	9.5%	8.5%	5.8%	15.0%	35.6%	100.0%
1	3.5%	6.6%	11.7%	12.2%	25.3%	40.6%	100.0%
2	3.1%	6.6%	12.5%	8.9%	26.4%	42.4%	100.0%
3	0.8%	5.5%	13.9%	9.4%	32.0%	38.3%	100.0%
4	1.1%	5.7%	10.7%	14.0%	33.1%	35.3%	100.0%
5	1.6%	6.3%	10.3%	13.8%	32.3%	35.7%	100.0%
6	4.7%	11.0%	11.7%	23.3%	23.4%	25.9%	100.0%
7	7.5%	9.6%	14.2%	22.8%	23.5%	22.3%	100.0%
8	7.5%	12.6%	15.7%	16.5%	21.8%	25.8%	100.0%
9	11.3%	18.0%	16.0%	22.9%	16.5%	15.2%	100.0%
10	12.1%	15.7%	19.9%	26.3%	15.1%	11.0%	100.0%
11	14.2%	12.0%	26.4%	18.9%	16.2%	12.4%	100.0%
12	15.9%	15.3%	24.5%	26.6%	12.2%	5.5%	100.0%

1.3.1.2. *Reading*

1.3.1.2.1. By Cluster by Tier

Table 1.3.2.1.1

Proficiency Level by Cluster (Count): Reading, S403 Paper

Cluster	Tier	Reading Proficiency Range						Total
		1	2	3	4	5	6	
K	-	166,158	8,043	21,648	13,987	22,624	0	232,460
1	A	7,553	7,195	3,058	1,284	885	695	20,670
	BC	216	4,089	7,810	2,465	2,967	2,446	19,993
2	A	4,479	2,449	1,131	365	521	105	9,050
	BC	1,618	7,755	8,427	3,452	5,177	4,343	30,772
3	A	2,789	1,967	952	185	291	113	6,297
	BC	131	2,888	11,308	5,243	5,609	3,058	28,237
4–5	A	4,641	2,795	900	408	577	53	9,374
	BC	371	6,155	13,614	8,126	9,352	5,385	43,003
6–8	A	5,850	4,996	1,372	332	386	261	13,197
	BC	1,250	12,578	11,608	4,697	5,444	2,525	38,102
9–12	A	4,634	5,929	2,006	562	683	290	14,104
	BC	687	9,802	9,817	4,416	5,769	4,536	35,027

Table 1.3.2.1.2

Proficiency Level by Cluster (Percent): Reading, S403 Paper

Cluster	Tier	Reading Proficiency Range						Total
		1	2	3	4	5	6	
K	-	71.5%	3.5%	9.3%	6.0%	9.7%	0.0%	100.0%
1	A	36.5%	34.8%	14.8%	6.2%	4.3%	3.4%	100.0%
	BC	1.1%	20.5%	39.1%	12.3%	14.8%	12.2%	100.0%
2	A	49.5%	27.1%	12.5%	4.0%	5.8%	1.2%	100.0%
	BC	5.3%	25.2%	27.4%	11.2%	16.8%	14.1%	100.0%
3	A	44.3%	31.2%	15.1%	2.9%	4.6%	1.8%	100.0%
	BC	0.5%	10.2%	40.0%	18.6%	19.9%	10.8%	100.0%
4–5	A	49.5%	29.8%	9.6%	4.4%	6.2%	0.6%	100.0%
	BC	0.9%	14.3%	31.7%	18.9%	21.7%	12.5%	100.0%
6–8	A	44.3%	37.9%	10.4%	2.5%	2.9%	2.0%	100.0%
	BC	3.3%	33.0%	30.5%	12.3%	14.3%	6.6%	100.0%
9–12	A	32.9%	42.0%	14.2%	4.0%	4.8%	2.1%	100.0%
	BC	2.0%	28.0%	28.0%	12.6%	16.5%	13.0%	100.0%

1.3.1.2.2. By Grade by Tier

Table 1.3.2.2.1

Proficiency Level by Grade (Count): Reading, S403 Paper

Grade	Tier	Reading Proficiency Range						Total
		1	2	3	4	5	6	
K	-	166,158	8,043	21,648	13,987	22,624	0	232,460
1	A	7,553	7,195	3,058	1,284	885	695	20,670
	BC	216	4,089	7,810	2,465	2,967	2,446	19,993
2	A	4,479	2,449	1,131	365	521	105	9,050
	BC	1,618	7,755	8,427	3,452	5,177	4,343	30,772
3	A	2,789	1,967	952	185	291	113	6,297
	BC	131	2,888	11,308	5,243	5,609	3,058	28,237
4	A	2,370	1,533	430	198	302	53	4,886
	BC	149	2,868	7,176	5,273	4,656	2,680	22,802
5	A	2,271	1,262	470	210	275	0	4,488
	BC	222	3,287	6,438	2,853	4,696	2,705	20,201
6	A	1,780	1,790	479	120	150	92	4,411
	BC	315	4,919	4,175	1,617	1,922	616	13,564
7	A	2,016	1,601	451	108	159	67	4,402
	BC	441	4,001	4,399	1,566	1,677	916	13,000
8	A	2,054	1,605	442	104	77	102	4,384
	BC	494	3,658	3,034	1,514	1,845	993	11,538
9	A	1,830	1,937	790	163	290	106	5,116
	BC	116	2,399	2,525	1,822	1,616	1,419	9,897
10	A	1,135	1,744	635	167	129	120	3,930
	BC	92	2,595	2,976	1,145	1,603	1,382	9,793
11	A	1,078	1,429	382	152	216	42	3,299
	BC	180	2,476	2,440	1,074	1,631	1,180	8,981
12	A	591	819	199	80	48	22	1,759
	BC	299	2,332	1,876	375	919	555	6,356

Table 1.3.2.2.2

Proficiency Level by Grade (Percent): Reading, S403 Paper

Grade	Tier	Reading Proficiency Range						Total
		1	2	3	4	5	6	
K	-	71.5%	3.5%	9.3%	6.0%	9.7%	0.0%	100.0%
1	A	36.5%	34.8%	14.8%	6.2%	4.3%	3.4%	100.0%
	BC	1.1%	20.5%	39.1%	12.3%	14.8%	12.2%	100.0%
2	A	49.5%	27.1%	12.5%	4.0%	5.8%	1.2%	100.0%
	BC	5.3%	25.2%	27.4%	11.2%	16.8%	14.1%	100.0%
3	A	44.3%	31.2%	15.1%	2.9%	4.6%	1.8%	100.0%
	BC	0.5%	10.2%	40.0%	18.6%	19.9%	10.8%	100.0%
4	A	48.5%	31.4%	8.8%	4.1%	6.2%	1.1%	100.0%
	BC	0.7%	12.6%	31.5%	23.1%	20.4%	11.8%	100.0%
5	A	50.6%	28.1%	10.5%	4.7%	6.1%	0.0%	100.0%
	BC	1.1%	16.3%	31.9%	14.1%	23.2%	13.4%	100.0%
6	A	40.4%	40.6%	10.9%	2.7%	3.4%	2.1%	100.0%
	BC	2.3%	36.3%	30.8%	11.9%	14.2%	4.5%	100.0%
7	A	45.8%	36.4%	10.2%	2.5%	3.6%	1.5%	100.0%
	BC	3.4%	30.8%	33.8%	12.0%	12.9%	7.0%	100.0%
8	A	46.9%	36.6%	10.1%	2.4%	1.8%	2.3%	100.0%
	BC	4.3%	31.7%	26.3%	13.1%	16.0%	8.6%	100.0%
9	A	35.8%	37.9%	15.4%	3.2%	5.7%	2.1%	100.0%
	BC	1.2%	24.2%	25.5%	18.4%	16.3%	14.3%	100.0%
10	A	28.9%	44.4%	16.2%	4.2%	3.3%	3.1%	100.0%
	BC	0.9%	26.5%	30.4%	11.7%	16.4%	14.1%	100.0%
11	A	32.7%	43.3%	11.6%	4.6%	6.5%	1.3%	100.0%
	BC	2.0%	27.6%	27.2%	12.0%	18.2%	13.1%	100.0%
12	A	33.6%	46.6%	11.3%	4.5%	2.7%	1.3%	100.0%
	BC	4.7%	36.7%	29.5%	5.9%	14.5%	8.7%	100.0%

1.3.1.2.3. By Grade

Table 1.3.2.3.1

Proficiency Level by Grade (Count): Reading

Grade	Reading Proficiency Range						Total
	1	2	3	4	5	6	
K	166,158	8,043	21,648	13,987	22,624	0	232,460
1	7,769	11,284	10,868	3,749	3,852	3,141	40,663
2	6,097	10,204	9,558	3,817	5,698	4,448	39,822
3	2,920	4,855	12,260	5,428	5,900	3,171	34,534
4	2,519	4,401	7,606	5,471	4,958	2,733	27,688
5	2,493	4,549	6,908	3,063	4,971	2,705	24,689
6	2,095	6,709	4,654	1,737	2,072	708	17,975
7	2,457	5,602	4,850	1,674	1,836	983	17,402
8	2,548	5,263	3,476	1,618	1,922	1,095	15,922
9	1,946	4,336	3,315	1,985	1,906	1,525	15,013
10	1,227	4,339	3,611	1,312	1,732	1,502	13,723
11	1,258	3,905	2,822	1,226	1,847	1,222	12,280
12	890	3,151	2,075	455	967	577	8,115

Table 1.3.2.3.2

Proficiency Level by Grade (Percent): Reading

Grade	Reading Proficiency Range						Total
	1	2	3	4	5	6	
K	71.5%	3.5%	9.3%	6.0%	9.7%	0.0%	100.0%
1	19.1%	27.8%	26.7%	9.2%	9.5%	7.7%	100.0%
2	15.3%	25.6%	24.0%	9.6%	14.3%	11.2%	100.0%
3	8.5%	14.1%	35.5%	15.7%	17.1%	9.2%	100.0%
4	9.1%	15.9%	27.5%	19.8%	17.9%	9.9%	100.0%
5	10.1%	18.4%	28.0%	12.4%	20.1%	11.0%	100.0%
6	11.7%	37.3%	25.9%	9.7%	11.5%	3.9%	100.0%
7	14.1%	32.2%	27.9%	9.6%	10.6%	5.6%	100.0%
8	16.0%	33.1%	21.8%	10.2%	12.1%	6.9%	100.0%
9	13.0%	28.9%	22.1%	13.2%	12.7%	10.2%	100.0%
10	8.9%	31.6%	26.3%	9.6%	12.6%	10.9%	100.0%
11	10.2%	31.8%	23.0%	10.0%	15.0%	10.0%	100.0%
12	11.0%	38.8%	25.6%	5.6%	11.9%	7.1%	100.0%

1.3.1.3. Writing

1.3.1.3.1. By Cluster by Tier

Table 1.3.3.1.1

Proficiency Level by Cluster (Count): Writing, S403 Paper

Cluster	Tier	Writing Proficiency Range						Total
		1	2	3	4	5	6	
K	-	144,446	43,478	34,787	9,750	0	0	232,461
1	A	8,999	14,390	1,309	0	0	0	24,698
	BC	2,251	8,055	13,115	780	8	1	24,210
2	A	3,689	3,292	3,175	4	0	0	10,160
	BC	1,582	6,030	24,667	2,622	13	0	34,914
3	A	2,343	2,710	1,926	6	0	0	6,985
	BC	760	2,731	23,698	4,785	53	4	32,031
4–5	A	2,604	2,678	4,867	46	0	0	10,195
	BC	296	994	22,845	22,360	797	16	47,308
6–8	A	5,257	5,227	3,779	57	0	0	14,320
	BC	1,100	2,316	27,554	10,616	21	0	41,607
9–12	A	4,391	4,779	5,434	488	1	0	15,093
	BC	1,536	2,342	19,805	15,204	229	2	39,118

Table 1.3.3.1.2

Proficiency Level by Cluster (Percent): Writing, S403 Paper

Cluster	Tier	Writing Proficiency Range						Total
		1	2	3	4	5	6	
K	-	62.1%	18.7%	15.0%	4.2%	0.0%	0.0%	100.0%
1	A	36.4%	58.3%	5.3%	0.0%	0.0%	0.0%	100.0%
	BC	9.3%	33.3%	54.2%	3.2%	0.0%	0.0%	100.0%
2	A	36.3%	32.4%	31.3%	0.0%	0.0%	0.0%	100.0%
	BC	4.5%	17.3%	70.7%	7.5%	0.0%	0.0%	100.0%
3	A	33.5%	38.8%	27.6%	0.1%	0.0%	0.0%	100.0%
	BC	2.4%	8.5%	74.0%	14.9%	0.2%	0.0%	100.0%
4–5	A	25.5%	26.3%	47.7%	0.5%	0.0%	0.0%	100.0%
	BC	0.6%	2.1%	48.3%	47.3%	1.7%	0.0%	100.0%
6–8	A	36.7%	36.5%	26.4%	0.4%	0.0%	0.0%	100.0%
	BC	2.6%	5.6%	66.2%	25.5%	0.1%	0.0%	100.0%
9–12	A	29.1%	31.7%	36.0%	3.2%	0.0%	0.0%	100.0%
	BC	3.9%	6.0%	50.6%	38.9%	0.6%	0.0%	100.0%

1.3.1.3.2. By Grade by Tier

Table 1.3.3.2.1

Proficiency Level by Grade (Count): Writing, S403 Paper

Grade	Tier	Writing Proficiency Range						Total
		1	2	3	4	5	6	
K	-	144,446	43,478	34,787	9,750	0	0	232,461
1	A	8,999	14,390	1,309	0	0	0	24,698
	BC	2,251	8,055	13,115	780	8	1	24,210
2	A	3,689	3,292	3,175	4	0	0	10,160
	BC	1,582	6,030	24,667	2,622	13	0	34,914
3	A	2,343	2,710	1,926	6	0	0	6,985
	BC	760	2,731	23,698	4,785	53	4	32,031
4	A	1,513	1,471	2,366	28	0	0	5,378
	BC	160	547	13,156	10,798	528	9	25,198
5	A	1,091	1,207	2,501	18	0	0	4,817
	BC	136	447	9,689	11,562	269	7	22,110
6	A	1,540	1,714	1,512	18	0	0	4,784
	BC	337	935	9,588	4,149	4	0	15,013
7	A	1,748	1,971	1,040	25	0	0	4,784
	BC	346	858	9,445	3,472	8	0	14,129
8	A	1,969	1,542	1,227	14	0	0	4,752
	BC	417	523	8,521	2,995	9	0	12,465
9	A	1,548	1,688	2,008	278	1	0	5,523
	BC	216	497	5,156	5,218	126	2	11,215
10	A	1,067	1,499	1,541	108	0	0	4,215
	BC	359	600	5,385	4,576	59	0	10,979
11	A	1,044	1,205	1,171	62	0	0	3,482
	BC	415	717	4,808	4,001	40	0	9,981
12	A	732	387	714	40	0	0	1,873
	BC	546	528	4,456	1,409	4	0	6,943

Table 1.3.3.2.2

Proficiency Level by Grade (Percent): Writing, S403 Paper

Grade	Tier	Writing Proficiency Range						Total
		1	2	3	4	5	6	
K	-	62.1%	18.7%	15.0%	4.2%	0.0%	0.0%	100.0%
1	A	36.4%	58.3%	5.3%	0.0%	0.0%	0.0%	100.0%
	BC	9.3%	33.3%	54.2%	3.2%	0.0%	0.0%	100.0%
2	A	36.3%	32.4%	31.3%	0.0%	0.0%	0.0%	100.0%
	BC	4.5%	17.3%	70.7%	7.5%	0.0%	0.0%	100.0%
3	A	33.5%	38.8%	27.6%	0.1%	0.0%	0.0%	100.0%
	BC	2.4%	8.5%	74.0%	14.9	0.2%	0.0%	100.0%
4	A	28.1%	27.4%	44.0%	0.5%	0.0%	0.0%	100.0%
	BC	0.6%	2.2%	52.2%	42.9%	2.1%	0.0%	100.0%
5	A	22.6%	25.1%	51.9%	0.4%	0.0%	0.0%	100.0%
	BC	0.6%	2.0%	43.8%	52.3%	1.2%	0.0%	100.0%
6	A	32.2%	35.8%	31.6%	0.4%	0.0%	0.0%	100.0%
	BC	2.2%	6.2%	63.9%	27.6%	0.0%	0.0%	100.0%
7	A	36.5%	41.2%	21.7%	0.5%	0.0%	0.0%	100.0%
	BC	2.4%	6.1%	66.8%	24.6%	0.1%	0.0%	100.0%
8	A	41.4%	32.4%	25.8%	0.3%	0.0%	0.0%	100.0%
	BC	3.3%	4.2%	68.4%	24.0%	0.1%	0.0%	100.0%
9	A	28.0%	30.6%	36.4%	5.0%	0.0%	0.0%	100.0%
	BC	1.9%	4.4%	46.0%	46.5%	1.1%	0.0%	100.0%
10	A	25.3%	35.6%	36.6%	2.6%	0.0%	0.0%	100.0%
	BC	3.3%	5.5%	49.0%	41.7%	0.5%	0.0%	100.0%
11	A	30.0%	34.6%	33.6%	1.8%	0.0%	0.0%	100.0%
	BC	4.2%	7.2%	48.2%	40.1%	0.4%	0.0%	100.0%
12	A	39.1%	20.7%	38.1%	2.1%	0.0%	0.0%	100.0%
	BC	7.9%	7.6%	64.2%	20.3%	0.1%	0.0%	100.0%

1.3.1.3.3. By Grade

Table 1.3.3.3.1

Proficiency Level by Grade (Count): Writing

Grade	Writing Proficiency Range						Total
	1	2	3	4	5	6	
K	144,446	43,478	34,787	9,750	0	0	232,461
1	11,250	22,445	14,424	780	8	1	48,908
2	5,271	9,322	27,842	2,626	13	0	45,074
3	3,103	5,441	25,624	4,791	53	4	39,016
4	1,673	2,018	15,522	10,826	528	9	30,576
5	1,227	1,654	12,190	11,580	269	7	26,927
6	1,877	2,649	11,100	4,167	4	0	19,797
7	2,094	2,829	10,485	3,497	8	0	18,913
8	2,386	2,065	9,748	3,009	9	0	17,217
9	1,764	2,185	7,164	5,496	127	2	16,738
10	1,426	2,099	6,926	4,684	59	0	15,194
11	1,459	1,922	5,979	4,063	40	0	13,463
12	1,278	915	5,170	1,449	4	0	8,816

Table 1.3.3.3.2

Proficiency Level by Grade (Percent): Writing

Grade	Writing Proficiency Range						Total
	1	2	3	4	5	6	
K	62.1%	18.7%	15.0%	4.2%	0.0%	0.0%	100.0%
1	23.0%	45.9%	29.5%	1.6%	0.0%	0.0%	100.0%
2	11.7%	20.7%	61.8%	5.8%	0.0%	0.0%	100.0%
3	8.0%	13.9%	65.7%	12.3%	0.1%	0.0%	100.0%
4	5.5%	6.6%	50.8%	35.4%	1.7%	0.0%	100.0%
5	4.6%	6.1%	45.3%	43.0%	1.0%	0.0%	100.0%
6	9.5%	13.4%	56.1%	21.0%	0.0%	0.0%	100.0%
7	11.1%	15.0%	55.4%	18.5%	0.0%	0.0%	100.0%
8	13.9%	12.0%	56.6%	17.5%	0.1%	0.0%	100.0%
9	10.5%	13.1%	42.8%	32.8%	0.8%	0.0%	100.0%
10	9.4%	13.8%	45.6%	30.8%	0.4%	0.0%	100.0%
11	10.8%	14.3%	44.4%	30.2%	0.3%	0.0%	100.0%
12	14.5%	10.4%	58.6%	16.4%	0.0%	0.0%	100.0%

1.3.1.4. Speaking

1.3.1.4.1. By Cluster by Tier

Table 1.3.4.1.1

Proficiency Level by Cluster (Count): Speaking, S403 Paper

Cluster	Tier	Speaking Proficiency Range						Total
		1	2	3	4	5	6	
K	-	50,331	49,564	18,232	20,399	26,782	67,158	232,466
1	A	6,042	8,453	5,630	3,299	1,160	0	24,584
	BC	412	4,352	8,150	7,931	2,569	708	24,122
2	A	3,800	2,253	3,042	715	289	0	10,099
	BC	1,661	6,637	14,315	8,088	2,670	1,401	34,772
3	A	3,358	1,677	1,242	676	0	0	6,953
	BC	1,408	6,114	13,424	7,755	1,513	1,716	31,930
4–5	A	5,120	2,376	1,424	968	248	0	10,136
	BC	862	4,077	12,362	18,393	7,788	3,702	47,184
6–8	A	7,077	2,444	2,714	1,441	440	115	14,231
	BC	1,342	4,955	10,385	15,456	5,683	3,628	41,449
9–12	A	9,446	1,805	2,726	879	117	0	14,973
	BC	3,949	5,469	13,057	9,581	2,856	4,015	38,927

Table 1.3.4.1.2

Proficiency Level by Cluster (Percent): Speaking, S403 Paper

Cluster	Tier	Speaking Proficiency Range						Total
		1	2	3	4	5	6	
K	-	21.7%	21.3%	7.8%	8.8%	11.5%	28.9%	100.0%
1	A	24.6%	34.4%	22.9%	13.4%	4.7%	0.0%	100.0%
	BC	1.7%	18.0%	33.8%	32.9%	10.7%	2.9%	100.0%
2	A	37.6%	22.3%	30.1%	7.1%	2.9%	0.0%	100.0%
	BC	4.8%	19.1%	41.2%	23.3%	7.7%	4.0%	100.0%
3	A	48.3%	24.1%	17.9%	9.7%	0.0%	0.0%	100.0%
	BC	4.4%	19.1%	42.0%	24.3%	4.7%	5.4%	100.0%
4–5	A	50.5%	23.4%	14.0%	9.6%	2.4%	0.0%	100.0%
	BC	1.8%	8.6%	26.2%	39.0%	16.5%	7.8%	100.0%
6–8	A	49.7%	17.2%	19.1%	10.1%	3.1%	0.8%	100.0%
	BC	3.2%	12.0%	25.1%	37.3%	13.7%	8.8%	100.0%
9–12	A	63.1%	12.1%	18.2%	5.9%	0.8%	0.0%	100.0%
	BC	10.1%	14.0%	33.5%	24.6%	7.3%	10.3%	100.0%

1.3.1.4.2. By Grade by Tier

Table 1.3.4.2.1

Proficiency Level by Grade (Count): Speaking, S403 Paper

Grade	Tier	Speaking Proficiency Range						Total
		1	2	3	4	5	6	
K	-	50,331	49,564	18,232	20,399	26,782	67,158	232,466
1	A	6,042	8,453	5,630	3,299	1,160	0	24,584
	BC	412	4,352	8,150	7,931	2,569	708	24,122
2	A	3,800	2,253	3,042	715	289	0	10,099
	BC	1,661	6,637	14,315	8,088	2,670	1,401	34,772
3	A	3,358	1,677	1,242	676	0	0	6,953
	BC	1,408	6,114	13,424	7,755	1,513	1,716	31,930
4	A	2,546	1,468	725	434	168	0	5,341
	BC	415	2,121	6,440	9,864	4,082	2,204	25,126
5	A	2,574	908	699	534	80	0	4,795
	BC	447	1,956	5,922	8,529	3,706	1,498	22,058
6	A	2,186	996	837	508	176	51	4,754
	BC	303	1,967	3,949	5,363	2,133	1,235	14,950
7	A	2,193	970	850	601	77	64	4,755
	BC	462	1,501	3,369	5,863	1,453	1,438	14,086
8	A	2,698	478	1,027	332	187	0	4,722
	BC	577	1,487	3,067	4,230	2,097	955	12,413
9	A	3,702	524	908	228	117	0	5,479
	BC	783	1,739	3,437	2,842	1,285	1,082	11,168
10	A	2,671	450	774	297	0	0	4,192
	BC	1,188	1,433	3,246	3,300	631	1,122	10,920
11	A	2,078	433	690	245	0	0	3,446
	BC	1,018	1,219	3,735	2,282	591	1,090	9,935
12	A	995	398	354	109	0	0	1,856
	BC	960	1,078	2,639	1,157	349	721	6,904

Table 1.3.4.2.2

Proficiency Level by Grade (Percent): Speaking, S403 Paper

Grade	Tier	Speaking Proficiency Range						Total
		1	2	3	4	5	6	
K	-	21.7%	21.3%	7.8%	8.8%	11.5%	28.9%	100.0%
1	A	24.6%	34.4%	22.9%	13.4%	4.7%	0.0%	100.0%
	BC	1.7%	18.0%	33.8%	32.9%	10.7%	2.9%	100.0%
2	A	37.6%	22.3%	30.1%	7.1%	2.9%	0.0%	100.0%
	BC	4.8%	19.1%	41.2%	23.3%	7.7%	4.0%	100.0%
3	A	48.3%	24.1%	17.9%	9.7%	0.0%	0.0%	100.0%
	BC	4.4%	19.1%	42.0%	24.3%	4.7%	5.4%	100.0%
4	A	47.7%	27.5%	13.6%	8.1%	3.1%	0.0%	100.0%
	BC	1.7%	8.4%	25.6%	39.3%	16.2%	8.8%	100.0%
5	A	53.7%	18.9%	14.6%	11.1%	1.7%	0.0%	100.0%
	BC	2.0%	8.9%	26.8%	38.7%	16.8%	6.8%	100.0%
6	A	46.0%	21.0%	17.6%	10.7%	3.7%	1.1%	100.0%
	BC	2.0%	13.2%	26.4%	35.9%	14.3%	8.3%	100.0%
7	A	46.1%	20.4%	17.9%	12.6%	1.6%	1.3%	100.0%
	BC	3.3%	10.7%	23.9%	41.6%	10.3%	10.2%	100.0%
8	A	57.1%	10.1%	21.7%	7.0%	4.0%	0.0%	100.0%
	BC	4.6%	12.0%	24.7%	34.1%	16.9%	7.7%	100.0%
9	A	67.6%	9.6%	16.6%	4.2%	2.1%	0.0%	100.0%
	BC	7.0%	15.6%	30.8%	25.4%	11.5%	9.7%	100.0%
10	A	63.7%	10.7%	18.5%	7.1%	0.0%	0.0%	100.0%
	BC	10.9%	13.1%	29.7%	30.2%	5.8%	10.3%	100.0%
11	A	60.3%	12.6%	20.0%	7.1%	0.0%	0.0%	100.0%
	BC	10.2%	12.3%	37.6%	23.0%	5.9%	11.0%	100.0%
12	A	53.6%	21.4%	19.1%	5.9%	0.0%	0.0%	100.0%
	BC	13.9%	15.6%	38.2%	16.8%	5.1%	10.4%	100.0%

1.3.1.4.3. By Grade

Table 1.3.4.3.1

Proficiency Level by Grade (Count): Speaking

Grade	Speaking Proficiency Range						Total
	1	2	3	4	5	6	
K	50,331	49,564	18,232	20,399	26,782	67,158	232,466
1	6,454	12,805	13,780	11,230	3,729	708	48,706
2	5,461	8,890	17,357	8,803	2,959	1,401	44,871
3	4,766	7,791	14,666	8,431	1,513	1,716	38,883
4	2,961	3,589	7,165	10,298	4,250	2,204	30,467
5	3,021	2,864	6,621	9,063	3,786	1,498	26,853
6	2,489	2,963	4,786	5,871	2,309	1,286	19,704
7	2,655	2,471	4,219	6,464	1,530	1,502	18,841
8	3,275	1,965	4,094	4,562	2,284	955	17,135
9	4,485	2,263	4,345	3,070	1,402	1,082	16,647
10	3,859	1,883	4,020	3,597	631	1,122	15,112
11	3,096	1,652	4,425	2,527	591	1,090	13,381
12	1,955	1,476	2,993	1,266	349	721	8,760

Table 1.3.4.3.2

Proficiency Level by Grade (Percent): Speaking

Grade	Speaking Proficiency Range						Total
	1	2	3	4	5	6	
K	21.7%	21.3%	7.8%	8.8%	11.5%	28.9%	100.0%
1	13.3%	26.3%	28.3%	23.1%	7.7%	1.5%	100.0%
2	12.2%	19.8%	38.7%	19.6%	6.6%	3.1%	100.0%
3	12.3%	20.0%	37.7%	21.7%	3.9%	4.4%	100.0%
4	9.7%	11.8%	23.5%	33.8%	13.9%	7.2%	100.0%
5	11.3%	10.7%	24.7%	33.8%	14.1%	5.6%	100.0%
6	12.6%	15.0%	24.3%	29.8%	11.7%	6.5%	100.0%
7	14.1%	13.1%	22.4%	34.3%	8.1%	8.0%	100.0%
8	19.1%	11.5%	23.9%	26.6%	13.3%	5.6%	100.0%
9	26.9%	13.6%	26.1%	18.4%	8.4%	6.5%	100.0%
10	25.5%	12.5%	26.6%	23.8%	4.2%	7.4%	100.0%
11	23.1%	12.3%	33.1%	18.9%	4.4%	8.1%	100.0%
12	22.3%	16.8%	34.2%	14.5%	4.0%	8.2%	100.0%

1.3.2. Composites

1.3.2.1. Oral

1.3.2.1.1. By Cluster by Tier

Table 1.3.5.1.1

Proficiency Level by Cluster (Count): Oral, S403 Paper

Cluster	Tier	Oral Language Proficiency Range						Total
		1	2	3	4	5	6	
K	-	57,054	33,941	29,154	22,549	40,333	49,433	232,464
1	A	2,458	4,049	7,450	4,967	2,274	111	21,309
	BC	130	1,218	5,749	7,099	6,358	2,013	22,567
2	A	2,467	2,055	3,082	1,510	334	0	9,448
	BC	179	2,197	9,285	13,184	6,754	2,349	33,948
3	A	2,059	1,758	1,706	862	241	17	6,643
	BC	75	1,720	9,512	12,511	5,961	1,635	31,414
4–5	A	3,347	2,499	2,019	1,387	481	32	9,765
	BC	101	1,245	7,740	18,721	13,287	5,642	46,736
6–8	A	5,201	3,902	2,642	1,527	420	44	13,736
	BC	242	1,985	8,622	16,064	9,546	4,253	40,712
9–12	A	8,085	3,197	2,273	718	53	0	14,326
	BC	1,159	4,297	12,346	13,104	5,109	1,915	37,930

Table 1.3.5.1.2

Proficiency Level by Cluster (Percent): Oral, S403 Paper

Cluster	Tier	Oral Language Proficiency Range						Total
		1	2	3	4	5	6	
K	-	24.5%	14.6%	12.5%	9.7%	17.4%	21.3%	24.5%
1	A	11.5%	19.0%	35.0%	23.3%	10.7%	0.5%	11.5%
	BC	0.6%	5.4%	25.5%	31.5%	28.2%	8.9%	0.6%
2	A	26.1%	21.8%	32.6%	16.0%	3.5%	0.0%	26.1%
	BC	0.5%	6.5%	27.4%	38.8%	19.9%	6.9%	0.5%
3	A	31.0%	26.5%	25.7%	13.0%	3.6%	0.3%	31.0%
	BC	0.2%	5.5%	30.3%	39.8%	19.0%	5.2%	0.2%
4–5	A	34.3%	25.6%	20.7%	14.2%	4.9%	0.3%	34.3%
	BC	0.2%	2.7%	16.6%	40.1%	28.4%	12.1%	0.2%
6–8	A	37.9%	28.4%	19.2%	11.1%	3.1%	0.3%	37.9%
	BC	0.6%	4.9%	21.2%	39.5%	23.4%	10.4%	0.6%
9–12	A	56.4%	22.3%	15.9%	5.0%	0.4%	0.0%	56.4%
	BC	3.1%	11.3%	32.5%	34.5%	13.5%	5.0%	3.1%

1.3.2.1.2. By Grade by Tier

Table 1.3.5.2.1

Proficiency Level by Grade (Count): Oral, S403 Paper

Grade	Tier	Oral Language Proficiency Range						Total
		1	2	3	4	5	6	
K	-	57,054	33,941	29,154	22,549	40,333	49,433	232,464
1	A	2,458	4,049	7,450	4,967	2,274	111	21,309
	BC	130	1,218	5,749	7,099	6,358	2,013	22,567
2	A	2,467	2,055	3,082	1,510	334	0	9,448
	BC	179	2,197	9,285	13,184	6,754	2,349	33,948
3	A	2,059	1,758	1,706	862	241	17	6,643
	BC	75	1,720	9,512	12,511	5,961	1,635	31,414
4	A	1,660	1,386	1,056	707	274	32	5,115
	BC	49	593	4,336	9,724	7,030	3,147	24,879
5	A	1,687	1,113	963	680	207	0	4,650
	BC	52	652	3,404	8,997	6,257	2,495	21,857
6	A	1,472	1,315	1,011	578	173	29	4,578
	BC	64	567	2,972	5,781	3,686	1,624	14,694
7	A	1,806	1,273	871	498	129	15	4,592
	BC	79	715	2,970	5,508	3,184	1,380	13,836
8	A	1,923	1,314	760	451	118	0	4,566
	BC	99	703	2,680	4,775	2,676	1,249	12,182
9	A	2,808	1,299	770	289	33	0	5,199
	BC	167	1,017	3,157	4,050	1,890	636	10,917
10	A	2,305	852	632	214	6	0	4,009
	BC	290	1,206	3,390	3,674	1,446	622	10,628
11	A	1,966	698	515	139	14	0	3,332
	BC	349	1,151	3,223	3,280	1,253	442	9,698
12	A	1,006	348	356	76	0	0	1,786
	BC	353	923	2,576	2,100	520	215	6,687

Table 1.3.5.2.2

Proficiency Level by Grade (Percent): Oral, S403 Paper

Grade	Tier	Oral Language Proficiency Range						Total
		1	2	3	4	5	6	
K	-	24.5%	14.6%	12.5%	9.7%	17.4%	21.3%	100.0%
1	A	11.5%	19.0%	35.0%	23.3%	10.7%	0.5%	100.0%
	BC	0.6%	5.4%	25.5%	31.5%	28.2%	8.9%	100.0%
2	A	26.1%	21.8%	32.6%	16.0%	3.5%	0.0%	100.0%
	BC	0.5%	6.5%	27.4%	38.8%	19.9%	6.9%	100.0%
3	A	31.0%	26.5%	25.7%	13.0%	3.6%	0.3%	100.0%
	BC	0.2%	5.5%	30.3%	39.8%	19.0%	5.2%	100.0%
4	A	32.5%	27.1%	20.6%	13.8%	5.4%	0.6%	100.0%
	BC	0.2%	2.4%	17.4%	39.1%	28.3%	12.6%	100.0%
5	A	36.3%	23.9%	20.7%	14.6%	4.5%	0.0%	100.0%
	BC	0.2%	3.0%	15.6%	41.2%	28.6%	11.4%	100.0%
6	A	32.2%	28.7%	22.1%	12.6%	3.8%	0.6%	100.0%
	BC	0.4%	3.9%	20.2%	39.3%	25.1%	11.1%	100.0%
7	A	39.3%	27.7%	19.0%	10.8%	2.8%	0.3%	100.0%
	BC	0.6%	5.2%	21.5%	39.8%	23.0%	10.0%	100.0%
8	A	42.1%	28.8%	16.6%	9.9%	2.6%	0.0%	100.0%
	BC	0.8%	5.8%	22.0%	39.2%	22.0%	10.3%	100.0%
9	A	54.0%	25.0%	14.8%	5.6%	0.6%	0.0%	100.0%
	BC	1.5%	9.3%	28.9%	37.1%	17.3%	5.8%	100.0%
10	A	57.5%	21.3%	15.8%	5.3%	0.1%	0.0%	100.0%
	BC	2.7%	11.3%	31.9%	34.6%	13.6%	5.9%	100.0%
11	A	59.0%	20.9%	15.5%	4.2%	0.4%	0.0%	100.0%
	BC	3.6%	11.9%	33.2%	33.8%	12.9%	4.6%	100.0%
12	A	56.3%	19.5%	19.9%	4.3%	0.0%	0.0%	100.0%
	BC	5.3%	13.8%	38.5%	31.4%	7.8%	3.2%	100.0%

1.3.2.1.3. By Grade

Table 1.3.5.3.1

Proficiency Level by Grade (Count): Oral

Grade	Oral Language Proficiency Range						Total
	1	2	3	4	5	6	
K	57,054	33,941	29,154	22,549	40,333	49,433	232,464
1	2,588	5,267	13,199	12,066	8,632	2,124	43,876
2	2,646	4,252	12,367	14,694	7,088	2,349	43,396
3	2,134	3,478	11,218	13,373	6,202	1,652	38,057
4	1,709	1,979	5,392	10,431	7,304	3,179	29,994
5	1,739	1,765	4,367	9,677	6,464	2,495	26,507
6	1,536	1,882	3,983	6,359	3,859	1,653	19,272
7	1,885	1,988	3,841	6,006	3,313	1,395	18,428
8	2,022	2,017	3,440	5,226	2,794	1,249	16,748
9	2,975	2,316	3,927	4,339	1,923	636	16,116
10	2,595	2,058	4,022	3,888	1,452	622	14,637
11	2,315	1,849	3,738	3,419	1,267	442	13,030
12	1,359	1,271	2,932	2,176	520	215	8,473

Table 1.3.5.3.2

Proficiency Level by Grade (Percent): Oral

Grade	Oral Language Proficiency Range						Total
	1	2	3	4	5	6	
K	24.5%	14.6%	12.5%	9.7%	17.4%	21.3%	100.0%
1	5.9%	12.0%	30.1%	27.5%	19.7%	4.8%	100.0%
2	6.1%	9.8%	28.5%	33.9%	16.3%	5.4%	100.0%
3	5.6%	9.1%	29.5%	35.1%	16.3%	4.3%	100.0%
4	5.7%	6.6%	18.0%	34.8%	24.4%	10.6%	100.0%
5	6.6%	6.7%	16.5%	36.5%	24.4%	9.4%	100.0%
6	8.0%	9.8%	20.7%	33.0%	20.0%	8.6%	100.0%
7	10.2%	10.8%	20.8%	32.6%	18.0%	7.6%	100.0%
8	12.1%	12.0%	20.5%	31.2%	16.7%	7.5%	100.0%
9	18.5%	14.4%	24.4%	26.9%	11.9%	3.9%	100.0%
10	17.7%	14.1%	27.5%	26.6%	9.9%	4.2%	100.0%
11	17.8%	14.2%	28.7%	26.2%	9.7%	3.4%	100.0%
12	16.0%	15.0%	34.6%	25.7%	6.1%	2.5%	100.0%

1.3.2.2. *Literacy*

1.3.2.2.1. By Cluster by Tier

Table 1.3.6.1.1

Proficiency Level by Cluster (Count): Literacy, S403 Paper

Cluster	Tier	Literacy Proficiency Range						Total
		1	2	3	4	5	6	
K	-	162,488	30,687	27,328	11,948	0	0	232,451
1	A	6,800	10,341	3,490	29	0	0	20,660
	BC	918	5,159	11,519	2,084	280	28	19,988
2	A	3,735	3,111	2,144	56	0	0	9,046
	BC	1,070	6,423	17,249	5,548	456	15	30,761
3	A	2,338	2,420	1,457	80	0	0	6,295
	BC	190	2,053	19,037	6,406	473	50	28,209
4–5	A	3,388	3,105	2,730	150	0	0	9,373
	BC	146	1,087	18,941	19,354	3,143	325	42,996
6–8	A	5,217	5,295	2,495	185	2	0	13,194
	BC	500	3,958	23,488	9,682	452	14	38,094
9–12	A	4,029	5,455	4,037	564	11	0	14,096
	BC	662	3,743	16,593	12,029	1,960	28	35,015

Table 1.3.6.1.2

Proficiency Level by Cluster (Percent): Literacy, S403 Paper

Cluster	Tier	Literacy Proficiency Range						Total
		1	2	3	4	5	6	
K	-	69.9%	13.2%	11.8%	5.1%	0.0%	0.0%	100.0%
1	A	32.9%	50.1%	16.9%	0.1%	0.0%	0.0%	100.0%
	BC	4.6%	25.8%	57.6%	10.4%	1.4%	0.1%	100.0%
2	A	41.3%	34.4%	23.7%	0.6%	0.0%	0.0%	100.0%
	BC	3.5%	20.9%	56.1%	18.0%	1.5%	0.0%	100.0%
3	A	37.1%	38.4%	23.1%	1.3%	0.0%	0.0%	100.0%
	BC	0.7%	7.3%	67.5%	22.7%	1.7%	0.2%	100.0%
4–5	A	36.1%	33.1%	29.1%	1.6%	0.0%	0.0%	100.0%
	BC	0.3%	2.5%	44.1%	45.0%	7.3%	0.8%	100.0%
6–8	A	39.5%	40.1%	18.9%	1.4%	0.0%	0.0%	100.0%
	BC	1.3%	10.4%	61.7%	25.4%	1.2%	0.0%	100.0%
9–12	A	28.6%	38.7%	28.6%	4.0%	0.1%	0.0%	100.0%
	BC	1.9%	10.7%	47.4%	34.4%	5.6%	0.1%	100.0%

1.3.2.2.2. By Grade by Tier

Table 1.3.6.2.1

Proficiency Level by Grade (Count): Literacy, S403 Paper

Grade	Tier	Literacy Proficiency Range						Total
		1	2	3	4	5	6	
K	-	162,488	30,687	27,328	11,948	0	0	232,451
1	A	6,800	10,341	3,490	29	0	0	20,660
	BC	918	5,159	11,519	2,084	280	28	19,988
2	A	3,735	3,111	2,144	56	0	0	9,046
	BC	1,070	6,423	17,249	5,548	456	15	30,761
3	A	2,338	2,420	1,457	80	0	0	6,295
	BC	190	2,053	19,037	6,406	473	50	28,209
4	A	1,813	1,560	1,423	90	0	0	4,886
	BC	88	541	10,868	9,927	1,207	167	22,798
5	A	1,575	1,545	1,307	60	0	0	4,487
	BC	58	546	8,073	9,427	1,936	158	20,198
6	A	1,556	1,763	1,009	80	1	0	4,409
	BC	149	1,408	8,584	3,293	122	6	13,562
7	A	1,720	1,834	785	62	1	0	4,402
	BC	160	1,352	8,093	3,214	170	7	12,996
8	A	1,941	1,698	701	43	0	0	4,383
	BC	191	1,198	6,811	3,175	160	1	11,536
9	A	1,410	1,932	1,534	229	9	0	5,114
	BC	82	713	4,517	3,864	702	18	9,896
10	A	1,067	1,511	1,181	166	2	0	3,927
	BC	135	864	4,586	3,594	602	8	9,789
11	A	995	1,309	865	127	0	0	3,296
	BC	172	1,039	4,082	3,168	514	2	8,977
12	A	557	703	457	42	0	0	1,759
	BC	273	1,127	3,408	1,403	142	0	6,353

Table 1.3.6.2.2

Proficiency Level by Grade (Percent): Literacy, S403 Paper

Grade	Tier	Literacy Proficiency Range						Total
		1	2	3	4	5	6	
K	-	69.9%	13.2%	11.8%	5.1%	0.0%	0.0%	100.0%
1	A	32.9%	50.1%	16.9%	0.1%	0.0%	0.0%	100.0%
	BC	4.6%	25.8%	57.6%	10.4%	1.4%	0.1%	100.0%
2	A	41.3%	34.4%	23.7%	0.6%	0.0%	0.0%	100.0%
	BC	3.5%	20.9%	56.1%	18.0%	1.5%	0.0%	100.0%
3	A	37.1%	38.4%	23.1%	1.3%	0.0%	0.0%	100.0%
	BC	0.7%	7.3%	67.5%	22.7%	1.7%	0.2%	100.0%
4	A	37.1%	31.9%	29.1%	1.8%	0.0%	0.0%	100.0%
	BC	0.4%	2.4%	47.7%	43.5%	5.3%	0.7%	100.0%
5	A	35.1%	34.4%	29.1%	1.3%	0.0%	0.0%	100.0%
	BC	0.3%	2.7%	40.0%	46.7%	9.6%	0.8%	100.0%
6	A	35.3%	40.0%	22.9%	1.8%	0.0%	0.0%	100.0%
	BC	1.1%	10.4%	63.3%	24.3%	0.9%	0.0%	100.0%
7	A	39.1%	41.7%	17.8%	1.4%	0.0%	0.0%	100.0%
	BC	1.2%	10.4%	62.3%	24.7%	1.3%	0.1%	100.0%
8	A	44.3%	38.7%	16.0%	1.0%	0.0%	0.0%	100.0%
	BC	1.7%	10.4%	59.0%	27.5%	1.4%	0.0%	100.0%
9	A	27.6%	37.8%	30.0%	4.5%	0.2%	0.0%	100.0%
	BC	0.8%	7.2%	45.6%	39.0%	7.1%	0.2%	100.0%
10	A	27.2%	38.5%	30.1%	4.2%	0.1%	0.0%	100.0%
	BC	1.4%	8.8%	46.8%	36.7%	6.1%	0.1%	100.0%
11	A	30.2%	39.7%	26.2%	3.9%	0.0%	0.0%	100.0%
	BC	1.9%	11.6%	45.5%	35.3%	5.7%	0.0%	100.0%
12	A	31.7%	40.0%	26.0%	2.4%	0.0%	0.0%	100.0%
	BC	4.3%	17.7%	53.6%	22.1%	2.2%	0.0%	100.0%

1.3.2.2.3.

1.3.2.2.4. By Grade

Table 1.3.6.3.1

Proficiency Level by Grade (Count): Literacy

Grade	Literacy Proficiency Range						Total
	1	2	3	4	5	6	
K	162,488	30,687	27,328	11,948	0	0	232,451
1	7,718	15,500	15,009	2,113	280	28	40,648
2	4,805	9,534	19,393	5,604	456	15	39,807
3	2,528	4,473	20,494	6,486	473	50	34,504
4	1,901	2,101	12,291	10,017	1,207	167	27,684
5	1,633	2,091	9,380	9,487	1,936	158	24,685
6	1,705	3,171	9,593	3,373	123	6	17,971
7	1,880	3,186	8,878	3,276	171	7	17,398
8	2,132	2,896	7,512	3,218	160	1	15,919
9	1,492	2,645	6,051	4,093	711	18	15,010
10	1,202	2,375	5,767	3,760	604	8	13,716
11	1,167	2,348	4,947	3,295	514	2	12,273
12	830	1,830	3,865	1,445	142	0	8,112

Table 1.3.6.3.2

Proficiency Level by Grade (Percent): Literacy

Grade	Literacy Proficiency Range						Total
	1	2	3	4	5	6	
K	69.9%	13.2%	11.8%	5.1%	0.0%	0.0%	100.0%
1	19.0%	38.1%	36.9%	5.2%	0.7%	0.1%	100.0%
2	12.1%	24.0%	48.7%	14.1%	1.1%	0.0%	100.0%
3	7.3%	13.0%	59.4%	18.8%	1.4%	0.1%	100.0%
4	6.9%	7.6%	44.4%	36.2%	4.4%	0.6%	100.0%
5	6.6%	8.5%	38.0%	38.4%	7.8%	0.6%	100.0%
6	9.5%	17.6%	53.4%	18.8%	0.7%	0.0%	100.0%
7	10.8%	18.3%	51.0%	18.8%	1.0%	0.0%	100.0%
8	13.4%	18.2%	47.2%	20.2%	1.0%	0.0%	100.0%
9	9.9%	17.6%	40.3%	27.3%	4.7%	0.1%	100.0%
10	8.8%	17.3%	42.0%	27.4%	4.4%	0.1%	100.0%
11	9.5%	19.1%	40.3%	26.8%	4.2%	0.0%	100.0%
12	10.2%	22.6%	47.6%	17.8%	1.8%	0.0%	100.0%

1.3.2.3. *Comprehension*

1.3.2.3.1. By Cluster by Tier

Table 1.3.7.1.1

Proficiency Level by Cluster (Count): Comprehension, S403 Paper

Cluster	Tier	Comprehension Proficiency Range						
		1	2	3	4	5	6	Total
K	-	143,877	19,781	23,216	12,109	27,301	6,173	232,457
1	A	2,276	5,433	6,414	2,068	1,733	632	18,556
	BC	20	757	5,375	3,631	5,711	3,440	18,934
2	A	2,304	3,015	1,746	704	779	65	8,613
	BC	140	3,254	7,919	5,254	7,974	5,614	30,155
3	A	1,268	2,601	1,174	397	415	230	6,085
	BC	10	488	6,550	7,212	9,335	4,231	27,826
4–5	A	2,925	3,066	1,610	607	739	152	9,099
	BC	22	1,562	9,161	9,396	13,870	8,655	42,666
6–8	A	4,758	4,937	1,891	588	519	137	12,830
	BC	125	4,931	11,977	8,388	8,295	3,800	37,516
9–12	A	4,819	5,856	1,903	561	453	23	13,615
	BC	241	5,808	10,191	6,763	6,911	4,374	34,288

Table 1.3.7.1.2

Proficiency Level by Cluster (Percent): Comprehension, S403 Paper

Cluster	Tier	Comprehension Proficiency Range						
		1	2	3	4	5	6	Total
K	-	61.9%	8.5%	10.0%	5.2%	11.7%	2.7%	100.0%
1	A	12.3%	29.3%	34.6%	11.1%	9.3%	3.4%	100.0%
	BC	0.1%	4.0%	28.4%	19.2%	30.2%	18.2%	100.0%
2	A	26.8%	35.0%	20.3%	8.2%	9.0%	0.8%	100.0%
	BC	0.5%	10.8%	26.3%	17.4%	26.4%	18.6%	100.0%
3	A	20.8%	42.7%	19.3%	6.5%	6.8%	3.8%	100.0%
	BC	0.0%	1.8%	23.5%	25.9%	33.5%	15.2%	100.0%
4–5	A	32.1%	33.7%	17.7%	6.7%	8.1%	1.7%	100.0%
	BC	0.1%	3.7%	21.5%	22.0%	32.5%	20.3%	100.0%
6–8	A	37.1%	38.5%	14.7%	4.6%	4.0%	1.1%	100.0%
	BC	0.3%	13.1%	31.9%	22.4%	22.1%	10.1%	100.0%
9–12	A	35.4%	43.0%	14.0%	4.1%	3.3%	0.2%	100.0%
	BC	0.7%	16.9%	29.7%	19.7%	20.2%	12.8%	100.0%

1.3.2.3.2. By Grade by Tier

Table 1.3.7.2.1

Proficiency Level by Grade (Count): Comprehension, S403 Paper

Grade	Tier	Comprehension Proficiency Range						Total
		1	2	3	4	5	6	
K	-	143,877	19,781	23,216	12,109	27,301	6,173	232,457
1	A	2,276	5,433	6,414	2,068	1,733	632	18,556
	BC	20	757	5,375	3,631	5,711	3,440	18,934
2	A	2,304	3,015	1,746	704	779	65	8,613
	BC	140	3,254	7,919	5,254	7,974	5,614	30,155
3	A	1,268	2,601	1,174	397	415	230	6,085
	BC	10	488	6,550	7,212	9,335	4,231	27,826
4	A	1,388	1,699	827	290	395	120	4,719
	BC	8	592	4,964	5,096	7,754	4,194	22,608
5	A	1,537	1,367	783	317	344	32	4,380
	BC	14	970	4,197	4,300	6,116	4,461	20,058
6	A	1,260	1,811	734	232	184	68	4,289
	BC	27	1,576	4,557	3,253	2,785	1,163	13,361
7	A	1,687	1,571	626	189	163	44	4,280
	BC	35	1,746	4,079	2,867	2,676	1,397	12,800
8	A	1,811	1,555	531	167	172	25	4,261
	BC	63	1,609	3,341	2,268	2,834	1,240	11,355
9	A	1,496	2,320	686	191	191	20	4,904
	BC	17	1,111	2,819	2,150	2,305	1,312	9,714
10	A	1,306	1,630	554	182	125	3	3,800
	BC	34	1,368	2,919	2,053	1,823	1,388	9,585
11	A	1,306	1,231	435	128	104	0	3,204
	BC	67	1,646	2,504	1,463	1,883	1,243	8,806
12	A	711	675	228	60	33	0	1,707
	BC	123	1,683	1,949	1,097	900	431	6,183

Table 1.3.7.2.2

Proficiency Level by Grade (Percent): Comprehension, S403 Paper

Grade	Tier	Comprehension Proficiency Range						Total
		1	2	3	4	5	6	
K	-	61.9%	8.5%	10.0%	5.2%	11.7%	2.7%	100.0%
1	A	12.3%	29.3%	34.6%	11.1%	9.3%	3.4%	100.0%
	BC	0.1%	4.0%	28.4%	19.2%	30.2%	18.2%	100.0%
2	A	26.8%	35.0%	20.3%	8.2%	9.0%	0.8%	100.0%
	BC	0.5%	10.8%	26.3%	17.4%	26.4%	18.6%	100.0%
3	A	20.8%	42.7%	19.3%	6.5%	6.8%	3.8%	100.0%
	BC	0.0%	1.8%	23.5%	25.9%	33.5%	15.2%	100.0%
4	A	29.4%	36.0%	17.5%	6.1%	8.4%	2.5%	100.0%
	BC	0.0%	2.6%	22.0%	22.5%	34.3%	18.6%	100.0%
5	A	35.1%	31.2%	17.9%	7.2%	7.9%	0.7%	100.0%
	BC	0.1%	4.8%	20.9%	21.4%	30.5%	22.2%	100.0%
6	A	29.4%	42.2%	17.1%	5.4%	4.3%	1.6%	100.0%
	BC	0.2%	11.8%	34.1%	24.3%	20.8%	8.7%	100.0%
7	A	39.4%	36.7%	14.6%	4.4%	3.8%	1.0%	100.0%
	BC	0.3%	13.6%	31.9%	22.4%	20.9%	10.9%	100.0%
8	A	42.5%	36.5%	12.5%	3.9%	4.0%	0.6%	100.0%
	BC	0.6%	14.2%	29.4%	20.0%	25.0%	10.9%	100.0%
9	A	30.5%	47.3%	14.0%	3.9%	3.9%	0.4%	100.0%
	BC	0.2%	11.4%	29.0%	22.1%	23.7%	13.5%	100.0%
10	A	34.4%	42.9%	14.6%	4.8%	3.3%	0.1%	100.0%
	BC	0.4%	14.3%	30.5%	21.4%	19.0%	14.5%	100.0%
11	A	40.8%	38.4%	13.6%	4.0%	3.2%	0.0%	100.0%
	BC	0.8%	18.7%	28.4%	16.6%	21.4%	14.1%	100.0%
12	A	41.7%	39.5%	13.4%	3.5%	1.9%	0.0%	100.0%
	BC	2.0%	27.2%	31.5%	17.7%	14.6%	7.0%	100.0%

1.3.2.3.3. By Grade

Table 1.3.7.3.1

Proficiency Level by Grade (Count): Comprehension

Grade	Comprehension Proficiency Range						Total
	1	2	3	4	5	6	
K	143,877	19,781	23,216	12,109	27,301	6,173	232,457
1	2,296	6,190	11,789	5,699	7,444	4,072	37,490
2	2,444	6,269	9,665	5,958	8,753	5,679	38,768
3	1,278	3,089	7,724	7,609	9,750	4,461	33,911
4	1,396	2,291	5,791	5,386	8,149	4,314	27,327
5	1,551	2,337	4,980	4,617	6,460	4,493	24,438
6	1,287	3,387	5,291	3,485	2,969	1,231	17,650
7	1,722	3,317	4,705	3,056	2,839	1,441	17,080
8	1,874	3,164	3,872	2,435	3,006	1,265	15,616
9	1,513	3,431	3,505	2,341	2,496	1,332	14,618
10	1,340	2,998	3,473	2,235	1,948	1,391	13,385
11	1,373	2,877	2,939	1,591	1,987	1,243	12,010
12	834	2,358	2,177	1,157	933	431	7,890

Table 1.3.7.3.2

Proficiency Level by Grade (Percent): Comprehension

Grade	Comprehension Proficiency Range						Total
	1	2	3	4	5	6	
K	61.9%	8.5%	10.0%	5.2%	11.7%	2.7%	100.0%
1	6.1%	16.5%	31.4%	15.2%	19.9%	10.9%	100.0%
2	6.3%	16.2%	24.9%	15.4%	22.6%	14.6%	100.0%
3	3.8%	9.1%	22.8%	22.4%	28.8%	13.2%	100.0%
4	5.1%	8.4%	21.2%	19.7%	29.8%	15.8%	100.0%
5	6.3%	9.6%	20.4%	18.9%	26.4%	18.4%	100.0%
6	7.3%	19.2%	30.0%	19.7%	16.8%	7.0%	100.0%
7	10.1%	19.4%	27.5%	17.9%	16.6%	8.4%	100.0%
8	12.0%	20.3%	24.8%	15.6%	19.2%	8.1%	100.0%
9	10.4%	23.5%	24.0%	16.0%	17.1%	9.1%	100.0%
10	10.0%	22.4%	25.9%	16.7%	14.6%	10.4%	100.0%
11	11.4%	24.0%	24.5%	13.2%	16.5%	10.3%	100.0%
12	10.6%	29.9%	27.6%	14.7%	11.8%	5.5%	100.0%

1.3.2.4. Overall

1.3.2.4.1. By Cluster by Tier

Table 1.3.8.1.1

Proficiency Level by Grade-Level Cluster (Count): Overall, S403 Paper

Cluster	Tier	Overall Proficiency Range						
		1	2	3	4	5	6	Total
K	-	122,880	42,313	37,253	25,935	4,064	0	232,445
1	A	3,236	7,374	7,623	227	0	0	18,460
	BC	449	1,942	11,448	4,320	651	49	18,859
2	A	2,614	3,093	2,656	193	1	0	8,557
	BC	331	3,466	16,320	8,836	1,047	23	30,023
3	A	1,935	2,228	1,668	223	0	0	6,054
	BC	85	1,139	15,464	9,943	988	69	27,688
4–5	A	3,056	2,757	2,797	436	3	0	9,049
	BC	109	648	12,569	23,242	5,519	452	42,539
6–8	A	4,835	4,475	2,960	469	8	0	12,747
	BC	242	2,106	16,744	16,689	1,541	35	37,357
9–12	A	5,254	4,580	3,186	464	4	0	13,488
	BC	484	3,142	14,848	13,281	2,303	44	34,102

Table 1.3.8.1.2

Proficiency Level by Grade-Level Cluster (Percent): Overall, S403 Paper

Cluster	Tier	Overall Proficiency Range						
		1	2	3	4	5	6	Total
K	-	52.9%	18.2%	16.0%	11.2%	1.7%	0.0%	100.0%
1	A	17.5%	39.9%	41.3%	1.2%	0.0%	0.0%	100.0%
	BC	2.4%	10.3%	60.7%	22.9%	3.5%	0.3%	100.0%
2	A	30.5%	36.1%	31.0%	2.3%	0.0%	0.0%	100.0%
	BC	1.1%	11.5%	54.4%	29.4%	3.5%	0.1%	100.0%
3	A	32.0%	36.8%	27.6%	3.7%	0.0%	0.0%	100.0%
	BC	0.3%	4.1%	55.9%	35.9%	3.6%	0.2%	100.0%
4–5	A	33.8%	30.5%	30.9%	4.8%	0.0%	0.0%	100.0%
	BC	0.3%	1.5%	29.5%	54.6%	13.0%	1.1%	100.0%
6–8	A	37.9%	35.1%	23.2%	3.7%	0.1%	0.0%	100.0%
	BC	0.6%	5.6%	44.8%	44.7%	4.1%	0.1%	100.0%
9–12	A	39.0%	34.0%	23.6%	3.4%	0.0%	0.0%	100.0%
	BC	1.4%	9.2%	43.5%	38.9%	6.8%	0.1%	100.0%

1.3.2.4.2. By Grade by Tier

Table 1.3.8.2.1

Proficiency Level by Grade (Count): Overall, S403 Paper

Grade	Tier	Overall Proficiency Range						Total
		1	2	3	4	5	6	
K	-	122,880	42,313	37,253	25,935	4,064	0	232,445
1	A	3,236	7,374	7,623	227	0	0	18,460
	BC	449	1,942	11,448	4,320	651	49	18,859
2	A	2,614	3,093	2,656	193	1	0	8,557
	BC	331	3,466	16,320	8,836	1,047	23	30,023
3	A	1,935	2,228	1,668	223	0	0	6,054
	BC	85	1,139	15,464	9,943	988	69	27,688
4	A	1,561	1,426	1,455	244	3	0	4,689
	BC	64	301	7,081	12,368	2,466	255	22,535
5	A	1,495	1,331	1,342	192	0	0	4,360
	BC	45	347	5,488	10,874	3,053	197	20,004
6	A	1,380	1,534	1,171	168	6	0	4,259
	BC	59	682	6,142	5,932	475	13	13,303
7	A	1,673	1,449	977	153	1	0	4,253
	BC	84	714	5,709	5,676	555	14	12,752
8	A	1,782	1,492	812	148	1	0	4,235
	BC	99	710	4,893	5,081	511	8	11,302
9	A	1,804	1,666	1,185	200	4	0	4,859
	BC	62	549	3,874	4,300	864	23	9,672
10	A	1,448	1,280	905	141	0	0	3,774
	BC	105	784	4,029	3,884	708	17	9,527
11	A	1,307	1,044	726	88	0	0	3,165
	BC	132	878	3,796	3,361	586	4	8,757
12	A	695	590	370	35	0	0	1,690
	BC	185	931	3,149	1,736	145	0	6,146

Table 1.3.8.2.2

Proficiency Level by Grade (Percent): Overall, S403 Paper

Grade	Tier	Overall Proficiency Range						
		1	2	3	4	5	6	Total
K	-	52.9%	18.2%	16.0%	11.2%	1.7%	0.0%	100.0%
1	A	17.5%	39.9%	41.3%	1.2%	0.0%	0.0%	100.0%
	BC	2.4%	10.3%	60.7%	22.9%	3.5%	0.3%	100.0%
2	A	30.5%	36.1%	31.0%	2.3%	0.0%	0.0%	100.0%
	BC	1.1%	11.5%	54.4%	29.4%	3.5%	0.1%	100.0%
3	A	32.0%	36.8%	27.6%	3.7%	0.0%	0.0%	100.0%
	BC	0.3%	4.1%	55.9%	35.9%	3.6%	0.2%	100.0%
4	A	33.3%	30.4%	31.0%	5.2%	0.1%	0.0%	100.0%
	BC	0.3%	1.3%	31.4%	54.9%	10.9%	1.1%	100.0%
5	A	34.3%	30.5%	30.8%	4.4%	0.0%	0.0%	100.0%
	BC	0.2%	1.7%	27.4%	54.4%	15.3%	1.0%	100.0%
6	A	32.4%	36.0%	27.5%	3.9%	0.1%	0.0%	100.0%
	BC	0.4%	5.1%	46.2%	44.6%	3.6%	0.1%	100.0%
7	A	39.3%	34.1%	23.0%	3.6%	0.0%	0.0%	100.0%
	BC	0.7%	5.6%	44.8%	44.5%	4.4%	0.1%	100.0%
8	A	42.1%	35.2%	19.2%	3.5%	0.0%	0.0%	100.0%
	BC	0.9%	6.3%	43.3%	45.0%	4.5%	0.1%	100.0%
9	A	37.1%	34.3%	24.4%	4.1%	0.1%	0.0%	100.0%
	BC	0.6%	5.7%	40.1%	44.5%	8.9%	0.2%	100.0%
10	A	38.4%	33.9%	24.0%	3.7%	0.0%	0.0%	100.0%
	BC	1.1%	8.2%	42.3%	40.8%	7.4%	0.2%	100.0%
11	A	41.3%	33.0%	22.9%	2.8%	0.0%	0.0%	100.0%
	BC	1.5%	10.0%	43.3%	38.4%	6.7%	0.0%	100.0%
12	A	41.1%	34.9%	21.9%	2.1%	0.0%	0.0%	100.0%
	BC	3.0%	15.1%	51.2%	28.2%	2.4%	0.0%	100.0%

1.3.2.4.3. By Grade

Table 1.3.8.3.1

Proficiency Level by Grade (Count): Overall

Grade	Overall Proficiency Range						Total
	1	2	3	4	5	6	
K	122,880	42,313	37,253	25,935	4,064	0	232,445
1	3,685	9,316	19,071	4,547	651	49	37,319
2	2,945	6,559	18,976	9,029	1,048	23	38,580
3	2,020	3,367	17,132	10,166	988	69	33,742
4	1,625	1,727	8,536	12,612	2,469	255	27,224
5	1,540	1,678	6,830	11,066	3,053	197	24,364
6	1,439	2,216	7,313	6,100	481	13	17,562
7	1,757	2,163	6,686	5,829	556	14	17,005
8	1,881	2,202	5,705	5,229	512	8	15,537
9	1,866	2,215	5,059	4,500	868	23	14,531
10	1,553	2,064	4,934	4,025	708	17	13,301
11	1,439	1,922	4,522	3,449	586	4	11,922
12	880	1,521	3,519	1,771	145	0	7,836

Table 1.3.8.3.2

Proficiency Level by Grade (Percent): Overall

Grade	Overall Proficiency Range						Total
	1	2	3	4	5	6	
K	52.9%	18.2%	16.0%	11.2%	1.7%	0.0%	100.0%
1	9.9%	25.0%	51.1%	12.2%	1.7%	0.1%	100.0%
2	7.6%	17.0%	49.2%	23.4%	2.7%	0.1%	100.0%
3	6.0%	10.0%	50.8%	30.1%	2.9%	0.2%	100.0%
4	6.0%	6.3%	31.4%	46.3%	9.1%	0.9%	100.0%
5	6.3%	6.9%	28.0%	45.4%	12.5%	0.8%	100.0%
6	8.2%	12.6%	41.6%	34.7%	2.7%	0.1%	100.0%
7	10.3%	12.7%	39.3%	34.3%	3.3%	0.1%	100.0%
8	12.1%	14.2%	36.7%	33.7%	3.3%	0.1%	100.0%
9	12.8%	15.2%	34.8%	31.0%	6.0%	0.2%	100.0%
10	11.7%	15.5%	37.1%	30.3%	5.3%	0.1%	100.0%
11	12.1%	16.1%	37.9%	28.9%	4.9%	0.0%	100.0%
12	11.2%	19.4%	44.9%	22.6%	1.9%	0.0%	100.0%

2 Analysis of Domains

The measurement model that forms the basis of the analysis for the development of ACCESS for ELLs is the Rasch measurement model (Wright & Stone, 1979). Additional information on its use in the development of ACCESS for ELLs is available in WIDA Consortium Technical Report No. 1, *Development and Field Test of ACCESS for ELLs* (Kenyon, 2006). The test was developed using Rasch measurement principles, and in that sense, the Rasch model guided decisions throughout the development of the assessment and was not just a tool for the statistical analysis of the data. Thus, for example, data based on Rasch fit statistics guided the inclusion, revision, or deletion of items during the development and field testing of the test forms. All Rasch analyses are conducted using the Rasch measurement software program *Winsteps* (Linacre, 2006).

Rasch Model for Dichotomous Scoring

For Listening and Reading, the dichotomous Rasch model was used as the measurement model. Mathematically, the measurement model may be presented as

$$\log\left(\frac{P_{ni1}}{P_{ni0}}\right) = B_n - D_i$$

where

P_{ni1} = probability of a correct response “1” by person “n” on item “i”

P_{ni0} = probability of an incorrect response “0” by person “n” on item “i”

B_n = ability of person “n”

D_i = difficulty of item “i”

When the probability of a person getting a correct answer equals the probability of a person getting an incorrect answer (i.e., 50% probability of getting it right and 50% probability of getting it wrong), P_{ni1}/P_{ni0} is equal to 1. The log of 1 is 0. This is the point at which a person’s ability equals the difficulty of an item. For example, a person whose ability is 1.56 on the Rasch logit scale encountering an item whose difficulty is 1.56 on the Rasch logit scale would have a 50% probability of answering that question correctly.

Rasch Model for Polytomous Scoring

For the Writing and Speaking tasks, a Rasch-grouped rating scale model is used. Mathematically, this can be represented as

$$\log\left(\frac{P_{ngik}}{1 - P_{ngi(k-1)}}\right) = \beta_n - D_{gi} - F_{gk}$$

where

P_{ngik} = probability of person “n” on task “i” receiving a rating at level “k” on rating scale “g”

$P_{ngi(k-1)}$ = probability of person “n” on task “i” receiving a rating at level “k – 1” on rating scale “g” (i.e., the next lowest rating)

β_n = ability of person “n”

D_{gi} = difficulty of task “i” specific to rating scale “g”

F_{gk} = calibration of step “k” on rating scale “g”

The subscript “g” is a group index specifying the group of tasks to which task “i” belongs. It also identifies the scoring scale that was used for the group of tasks.

As described in Part 1 Section 3.2.2, ratings on the ACCESS Writing Scoring Scale range from 0, 1, 1+, ..., 6 and the possible raw scores range from 0 to 9. All Writing tasks are scored using this scoring scale except for Grade 1 Tier A Tasks 1 and 2. The profiles of the responses to these two tasks do not fit the generic scoring scale well, so additional task-specific instructions are provided to raters. These instructions guide raters in applying a limited number of score points on the scoring scale to responses elicited by these two tasks. The possible ratings for Grade 1 Tier A Task 1 are 0 or 1, and the possible ratings for Grade 1 Tier A Task 2 are 0, 1, 1+, or 2. To simplify the year-to-year linking process, the Grade 1 Writing Tier A Task 1 is treated as a dichotomously scored task. The Grade 1 Writing Tier A Task 2 is modeled using a rating scale with a possible raw score of 0 to 3. All other Writing tasks are modeled using a rating scale with possible raw scores of 0 to 9. Thus, a total of two rating scales are modeled for ACCESS Writing. One rating scale is associated with the Grade 1 Writing Tier A Task 2, and the other rating scale is associated with all Writing tasks that are scored using the rating scale with raw score values of 0–9.

For Speaking, Proficiency Level (PL) 1 tasks are modeled as a group on a 0–2 scale, and PL 3 and PL 5 tasks are modeled as a group on a 0–4 scale (see Part 1 Section 3.2.3).

Scale Scores and Proficiency Level Scores

Scale scores are calculated by transforming the person ability estimate via a scaling equation.

For Paper ACCESS Grades 1–12, the following scaling equations are used to convert ability measures in logits to scale scores:

- L: (Ability Measure in Logits * 37.571) + 316.637
- R: (Ability Measure in Logits * 26.000) + 323.272
- W: (Ability Measure in Logits * 26.851) + 303.332
- S: (Ability Measure in Logits * 29.248) + 265.076

In the domains of Listening and Reading, the current ACCESS scale was established for the original paper-only version of the test and was maintained through the transition to an online and paper-delivered test in the 2015–16 school year (Series 400). Evidence for scale maintenance in the transitional year is described elsewhere (Center for Applied Linguistics, 2016). In the

domains of Writing and Speaking, a study was conducted in the summer of 2016 to reconstruct the logit scale (see Center for Applied Linguistics, 2017).

Note that these new scales were not applied to the Kindergarten test, which is a static form. The following scaling equations are used for the Kindergarten test:

- L: (Ability Measure in Logits * 37.571) + 316.637
- R: (Ability Measure in Logits * 26.000) + 323.272
- W: (Ability Measure in Logits * 31.097) + 317.068
- S: (Ability Measure in Logits * 20.084) + 322.686

Proficiency level scores are interpretations of these scale scores in terms of the proficiency levels described in the WIDA ELD Standards. These interpretations are derived from a series of standard setting studies, in which educators reviewed evidence from the test, either in the form of items for the selected response sections (Listening and Reading) or student portfolios for the constructed response sections (Writing and Speaking), to establish cut scores between the proficiency levels. The first standard setting study for ACCESS took place in 2005; it established cut scores for all four domains by grade-level cluster (Kenyon, 2006). The second cut score study took place in 2007; it established cut scores for all four domains by grade level (Kenyon, Ryu, & MacGregor, 2013). These cut scores were used to derive proficiency level scores through the 2015–16 administration (Series 400) of ACCESS for ELLs. A third cut score study was conducted in summer 2016 (Cook & MacGregor, 2017). The purpose of this study was to re-examine cut scores for each of the proficiency levels in light of the migration from the paper-and-pencil-only assessment to both online and paper delivery, the revision of the Speaking test, and the influence of college- and career-ready standards. These new cut scores were first used for ACCESS Series 401 (2016–2017 school year).

A proficiency level score consists of a two-digit decimal number (e.g., 4.5). The first digit represents the student's overall proficiency level range based on the student's scale score. The number to the right of the decimal is an indication of the proportion of the range between cut scores that the student's scale score represents. A score of 4.5, for example, tells us that the student is in PL 4 and that his or her scale score is halfway between the cut scores for Levels 4 and 5.

Unlike the scale scores, which form an interval scale and are continuous across grades from Kindergarten to Grade 12, proficiency level scores are dependent upon the grade a student was in when the assessment was administered. For example, a score of 350 in Listening would be interpreted as a PL score of 5.8 for a Grade 2 student, a 3.8 for a Grade 5 student, a 3.1 for a Grade 8 student, and a 2.3 for a Grade 12 student.

Because the bands between cut scores on the score scale vary in width, proficiency level scores should not be considered to form an interval scale. That is, the distance between PL scores 1.5 and 2.5 cannot be assumed to be equal to the distance between PL scores 2.5 and 3.5. Only scale scores should be used as interval measures. PL scores are at even intervals within a grade and

proficiency level (e.g., in Grade 3, the distance between 3.1 and 3.2 is the same as the distance between 3.7 and 3.8), but they do not form an interval scale across proficiency levels.

2.1 Complete Item or Task Analysis and Summary

The tables in this section provide a summary of the analyses of the items (for Listening and Reading) or tasks (for Writing and Speaking), along with analyses of each item or task. These tables have either two parts (in the case of Listening and Reading) or three parts (in the case of Writing and Speaking). The first part of the table gives a summary of the total set of items or tasks on the form. The second part provides statistics pertaining to the individual items or tasks, and the third part (for Writing and Speaking only) expresses raw score distributions by task.

Statistics included across these three parts include item or task difficulties in logits, the number of items or tasks on the form, the average *p* value (for forms with selected-response items), and the Rasch model fit statistics.

All Rasch analyses were conducted using the Rasch measurement software program *Winsteps* (Linacre, 2006). Rasch statistics are presented in several of the tables that follow. When speaking of the measure of examinee ability, we use the term *ability measure* (rather than *theta* used commonly when discussing models based on item response theory). When speaking of the measure of how hard an item is, we use the term *item difficulty measure* (rather than the *b* parameter used commonly when discussing models based on item response theory). *Step measures* refer to the calibration of the steps in the Rasch Rating Scale model presented above. All three measures (ability, difficulty, and step) are expressed in terms of Rasch logits, which then are converted into scores on the ACCESS score scale for reporting purposes.

Fit statistics for the Rasch model are calculated by comparing the observed empirical data with the data that would be expected to be produced by the Rasch model if the data fit the model perfectly. Outfit mean square statistics are influenced by outliers. For example, a difficult item that some low-ability examinees get correct—for reasons unknown—will have a high outfit mean square statistic. Infit mean square statistics are influenced by unexpected patterns of observations by persons on items that are roughly targeted for them and generally indicate a more serious measurement problem. The expectation for both of these statistics is 1.00, and values near 1.00 are not of great concern. Values less than 1.00 indicate that the observations are too predictable and thus redundant, but are not of great concern. High values are of greater concern.

Linacre (2002) provided more guidance on how to interpret these statistics for dichotomous items. He writes:

- Values greater than 2.0 “distort or degrade the measurement system.”
- Values between 1.5 and 2.0 are “unproductive for construction of measurement, but not degrading.”
- Values between 0.5 and 1.5 should be considered “productive for measurement.”
- Values below 0.5 are “less productive for measurement, but not degrading.”

Linacre also stated in his guidance that infit problems are more serious to the construction of measurement than are outfit problems.

Because conservative guidelines were followed in the development of ACCESS for ELLs, the vast majority of dichotomous items on the test forms have mean square fit statistics in the range of 0.5 and 1.5; thus, they fit the range that is “productive for measurement” according to the guidelines above.

Since performance tasks are constructed and scored very differently from dichotomous items, it is not as straightforward to apply this same guidance to interpret these fit statistics to performance tasks that are scored polytomously. Some performance tasks that were designed to elicit a restricted range of performances (for example, very easy tasks, for which it is expected that most students will get the highest score) can cause the model to predict the data too well (overfitting). Conversely, when performance tasks are scored using a very wide rubric scale, such as the case with ACCESS for ELL Writing tasks, sometimes unmodeled noise or other sources of variance in the data will cause the model to underpredict the data (underfitting). Overall, for ACCESS for ELL performance tasks, overfitting is more common than underfitting. Underfitting indicates that the task is less productive for measurement, but it is not degrading to the measurement of student performance.

Tables in this section are presented by test form (i.e., by grade cluster and tier) for Listening, Reading, and Writing. For the Speaking test, due to the design of the test, a number of items are shared between tiers. In order to best present the results of the Speaking task analysis, all Speaking items in a grade-level cluster are presented in one single table.

The first section of the Complete Item/Task Analysis and Summary table provides information about the total set of items or tasks and includes the item type (selected response or constructed response), the average item difficulty (in logits), the number of items, the average p value (for Listening and Reading only), the average infit mean square, and the average outfit mean square.

The second section of these tables presents results of the analyses of all of the items or tasks on the test form. The first column provides the unique item name. For Speaking only, the next two columns indicate (i) whether the item is found on the Tier A or Tier B/C test with an asterisk indicating shared tasks and (ii) the intended proficiency level of the task (1, 3, or 5). For all domains, the next column in this section presents the item difficulty in logits. The next column provides information on whether the item or task served as an anchor item or task. Note that for ACCESS Series 403 Paper, which is the same form as Series 401 for all domains, clusters, and tiers, no items served as anchors, as explained in Section 2.7. For dichotomously scored items (Listening and Reading), the next column shows the p value (percentage of correct answers on that item). The next two columns show the Rasch fit statistics for the item or task.

In addition, Writing and Speaking tables have a final section which provides raw score distributions by task.

2.1.1 Listening

2.1.1.0 Kindergarten

Table 2.1.1.0

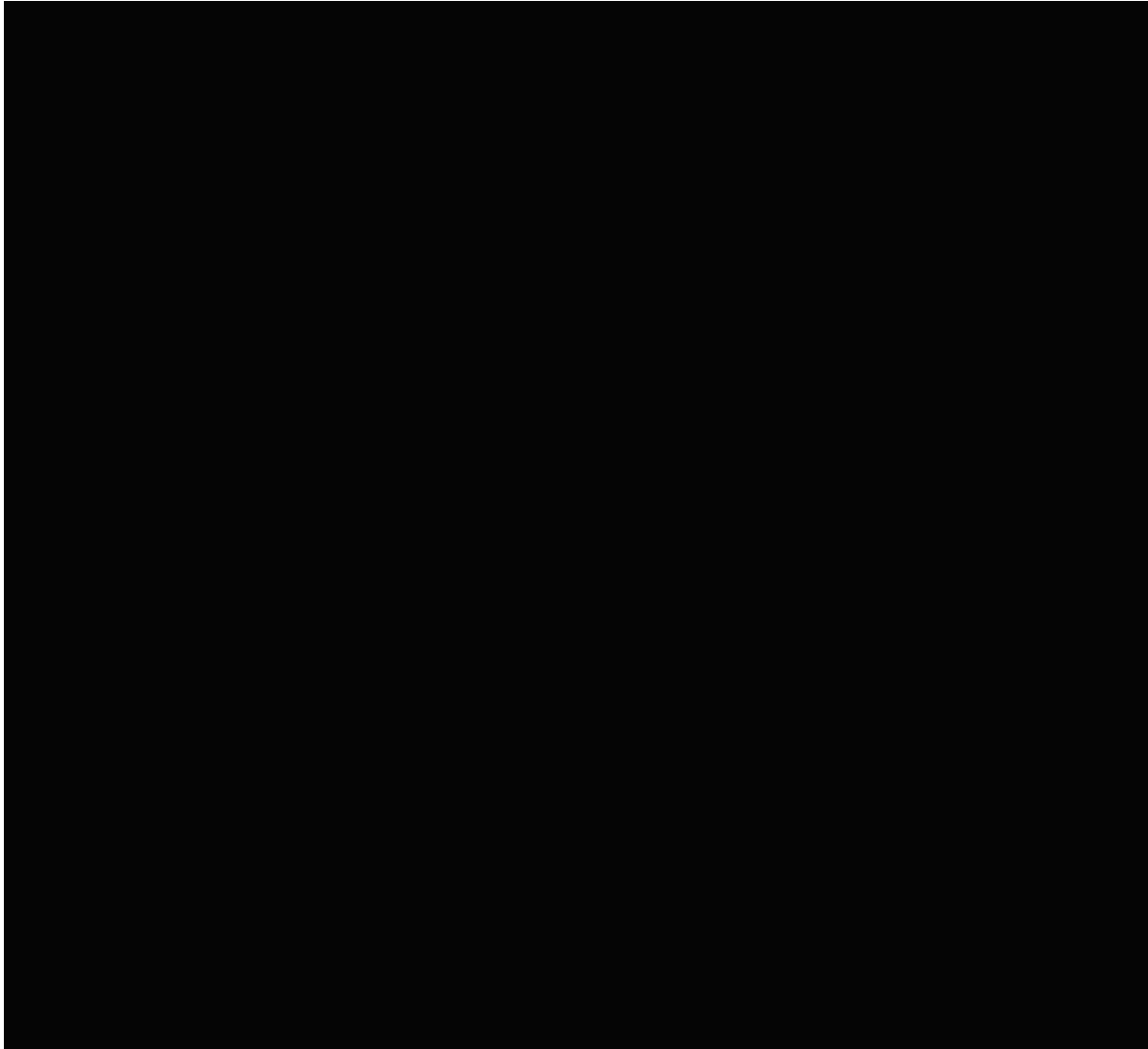
Complete Item Analysis and Summary: List K S403 Paper



2.1.1.1 *Grade 1*

Table 2.1.1.1.1

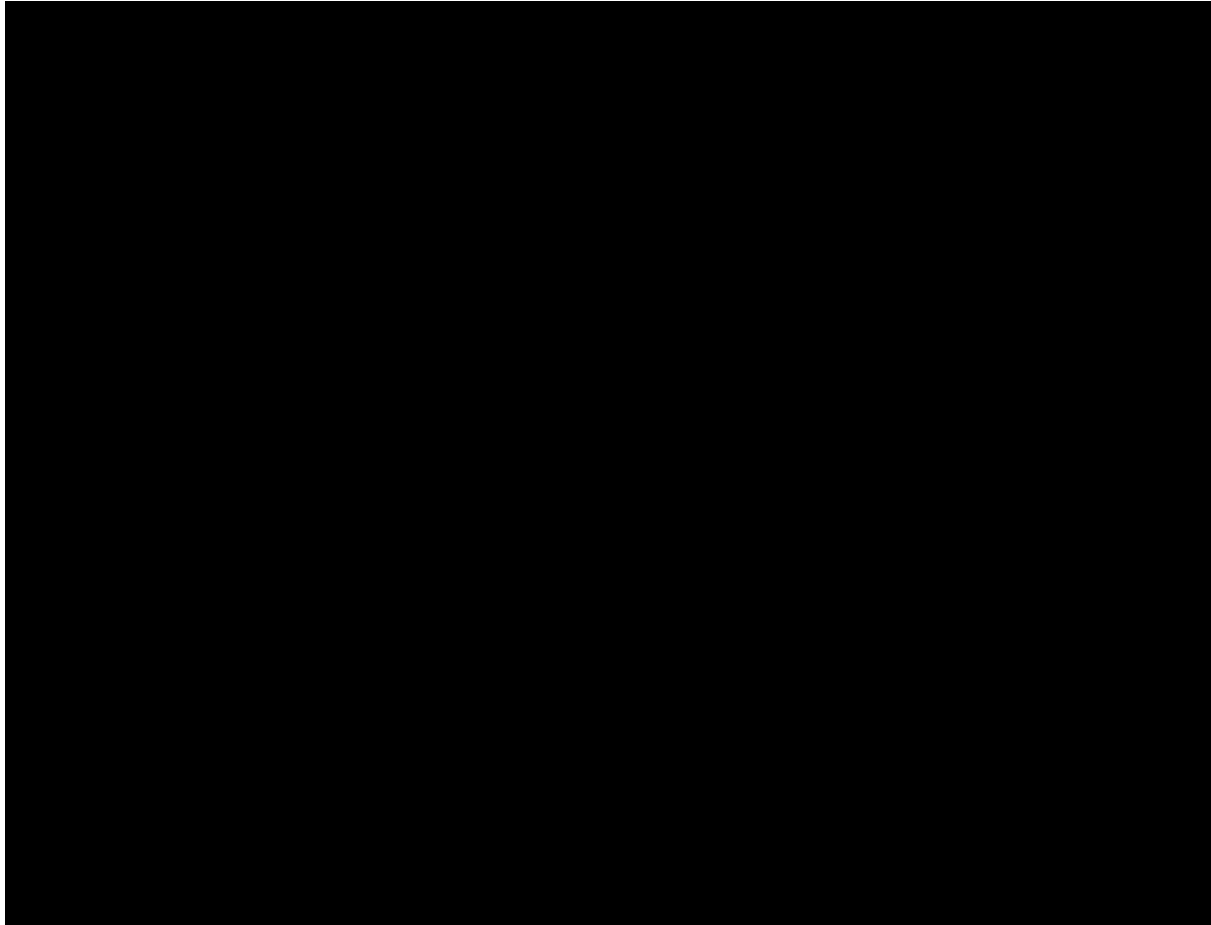
Complete Item Analysis and Summary: List 1 A S403 Paper



Note: The test form is shared between 1A and 2A.

Table 2.1.1.1.2

Complete Item Analysis and Summary: List 1 B/C S403 Paper

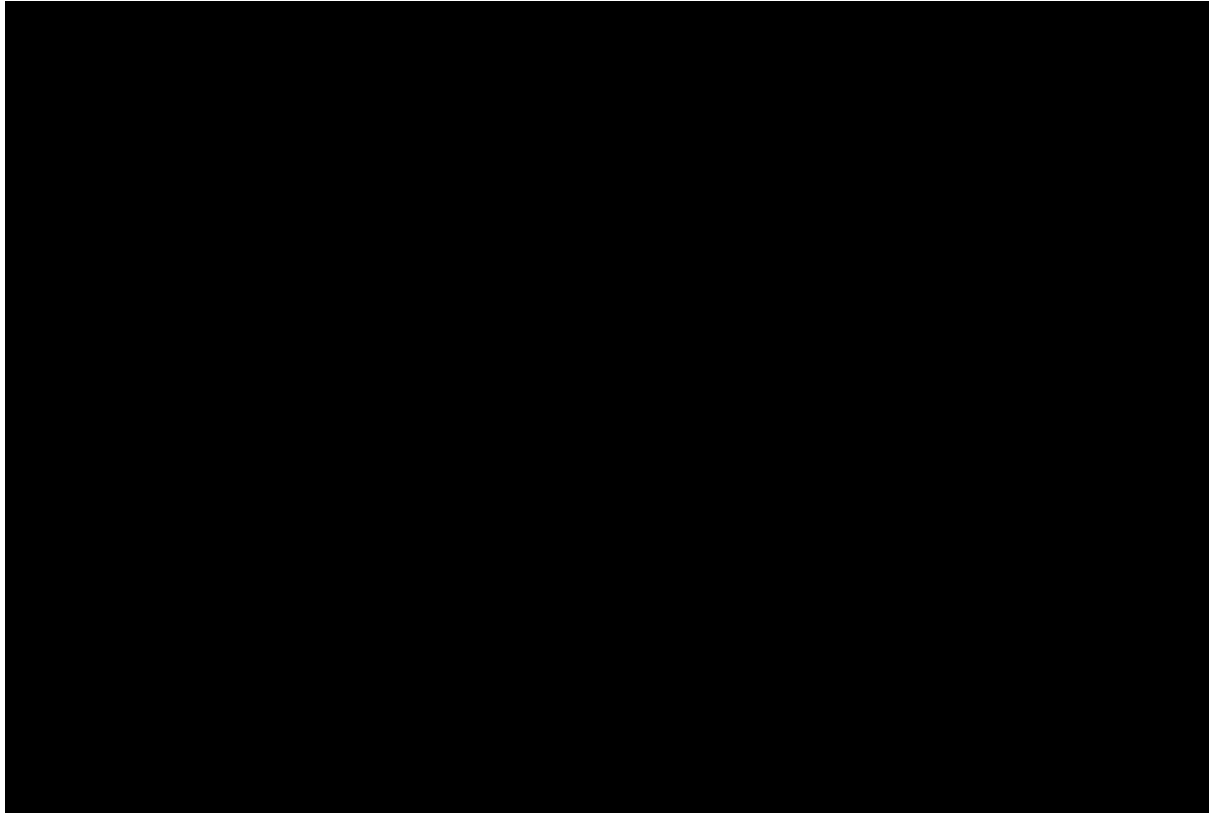


Note: The test form is shared between 1B/C and 2B/C.

2.1.1.2 *Grade 2*

Table 2.1.1.2.1

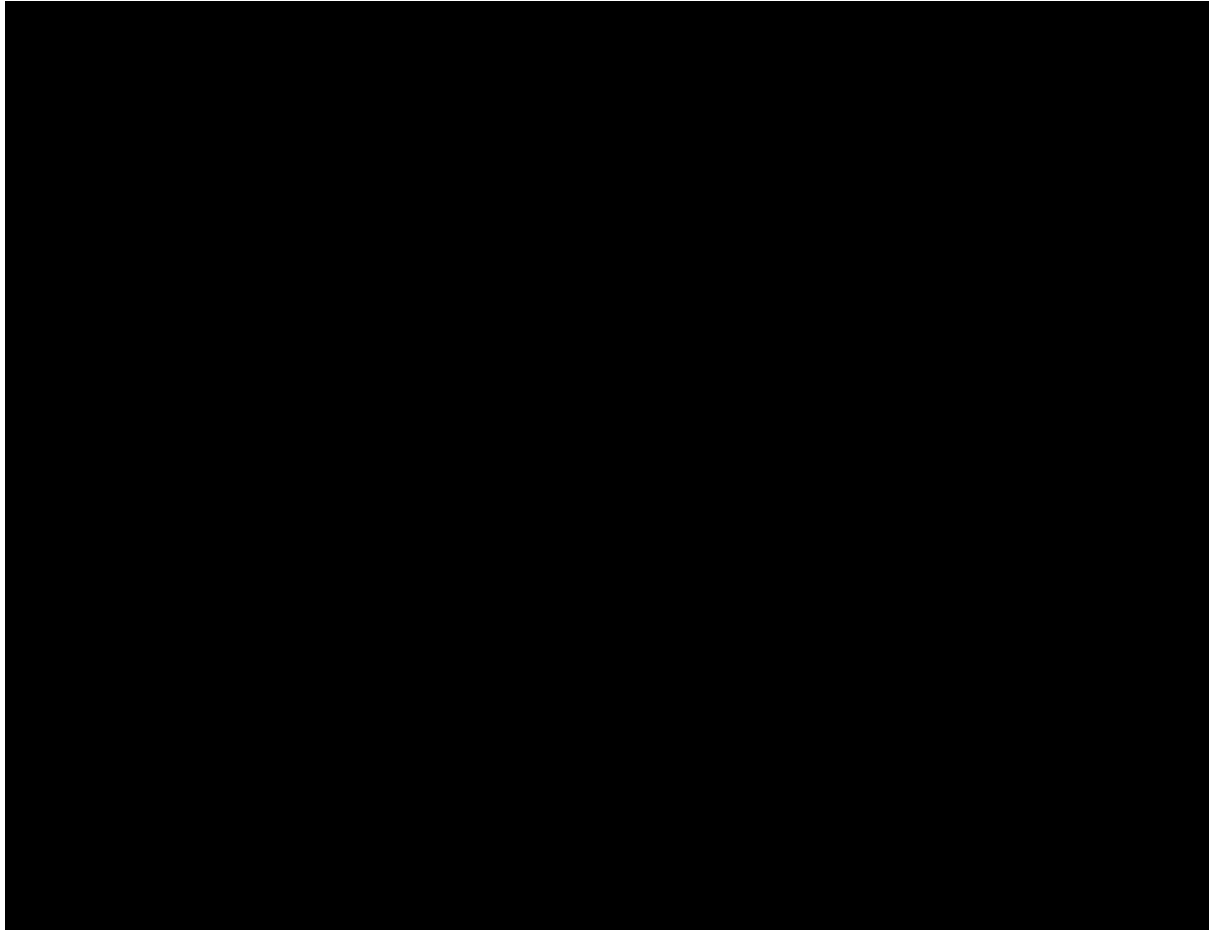
Complete Item Analysis and Summary: List 2 A S403 Paper



Note: The test form is shared between 1A and 2A.

Table 2.1.1.2.2

Complete Item Analysis and Summary: List 2 B/C S403 Paper

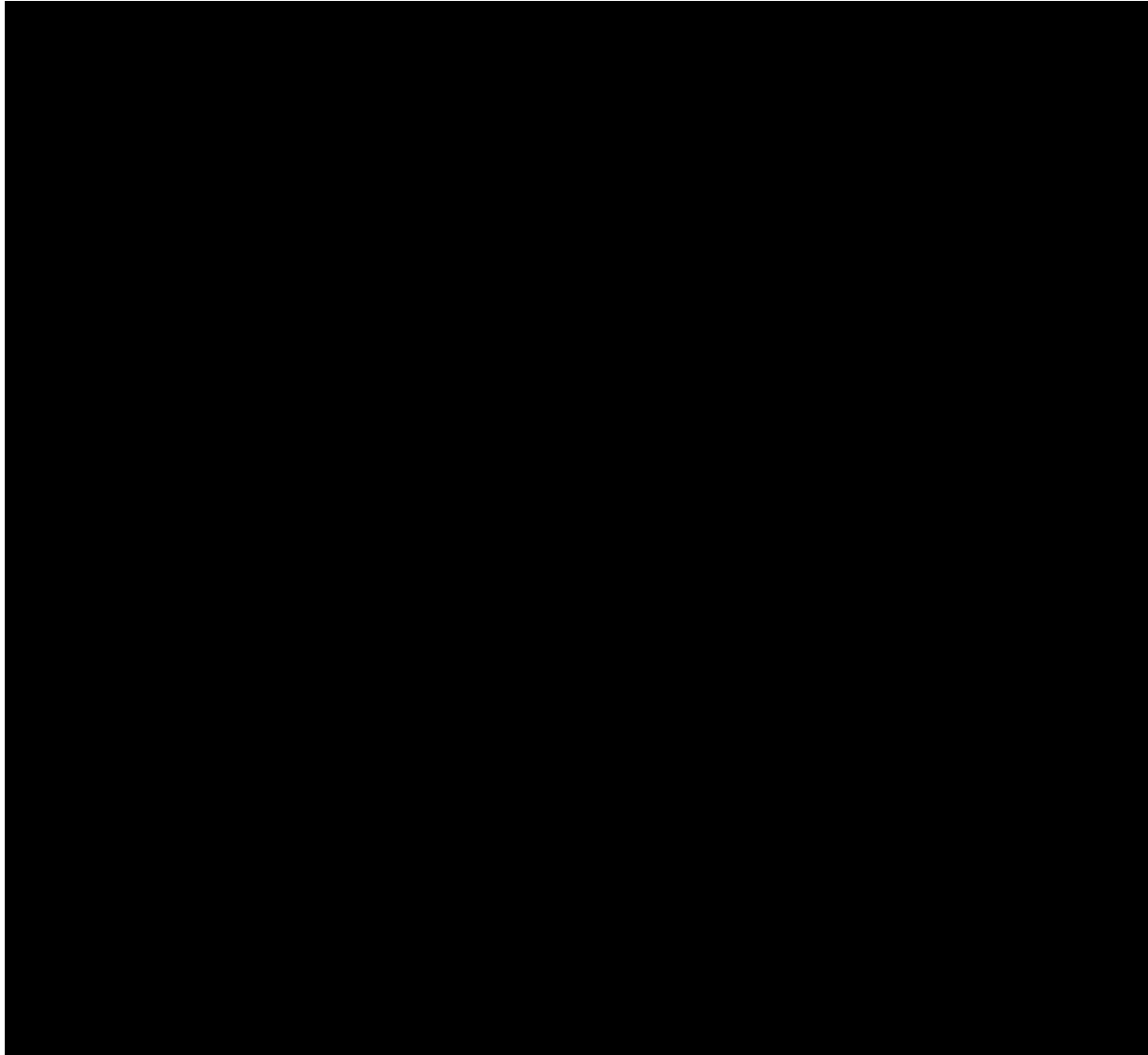


Note: The test form is shared between 1B/C and 2B/C.

2.1.1.3 *Grade 3*

Table 2.1.1.3.1

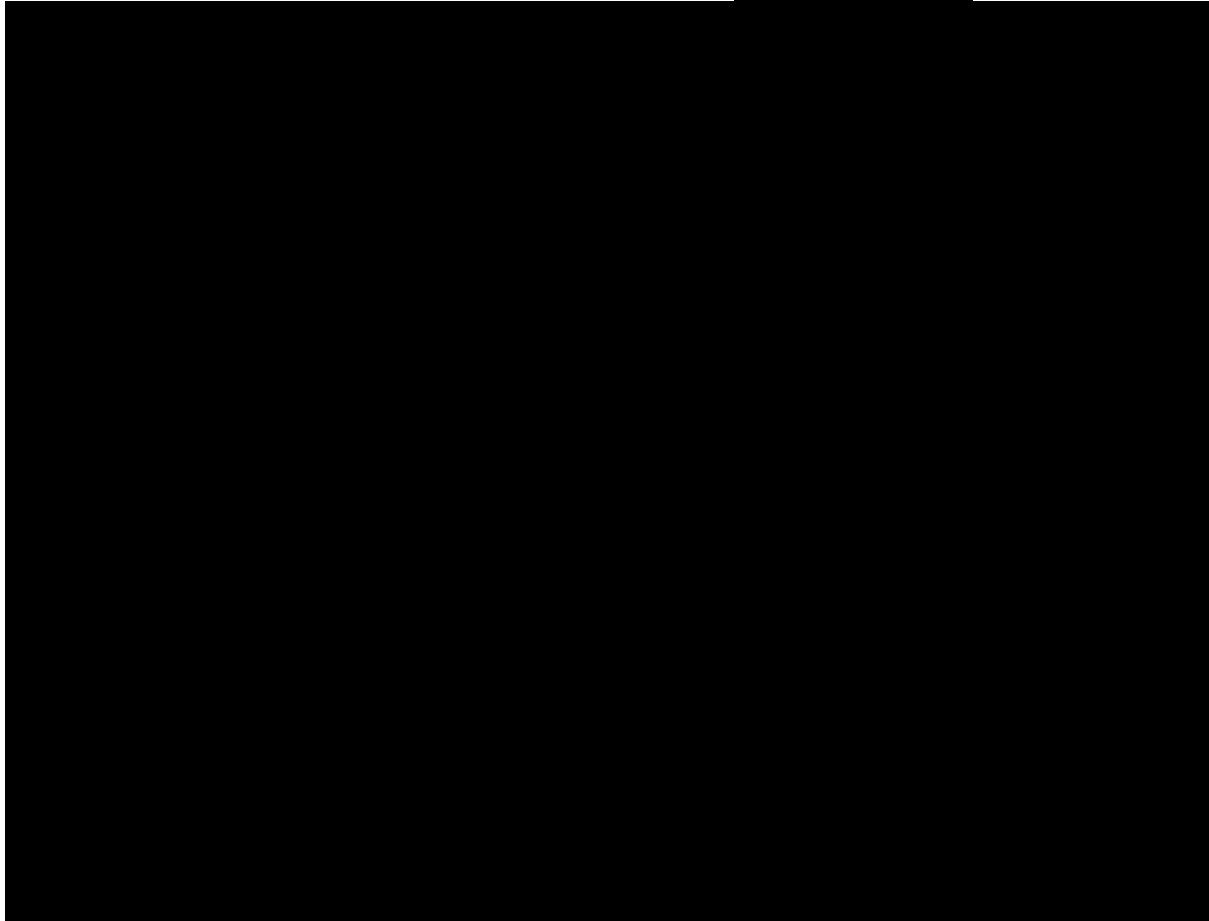
Complete Item Analysis and Summary: List 3 A S403 Paper



Note: The test form is shared between 3A and 4-5A.

Table 2.1.1.3.2

Complete Item Analysis and Summary: List 3 B/C S403 Paper

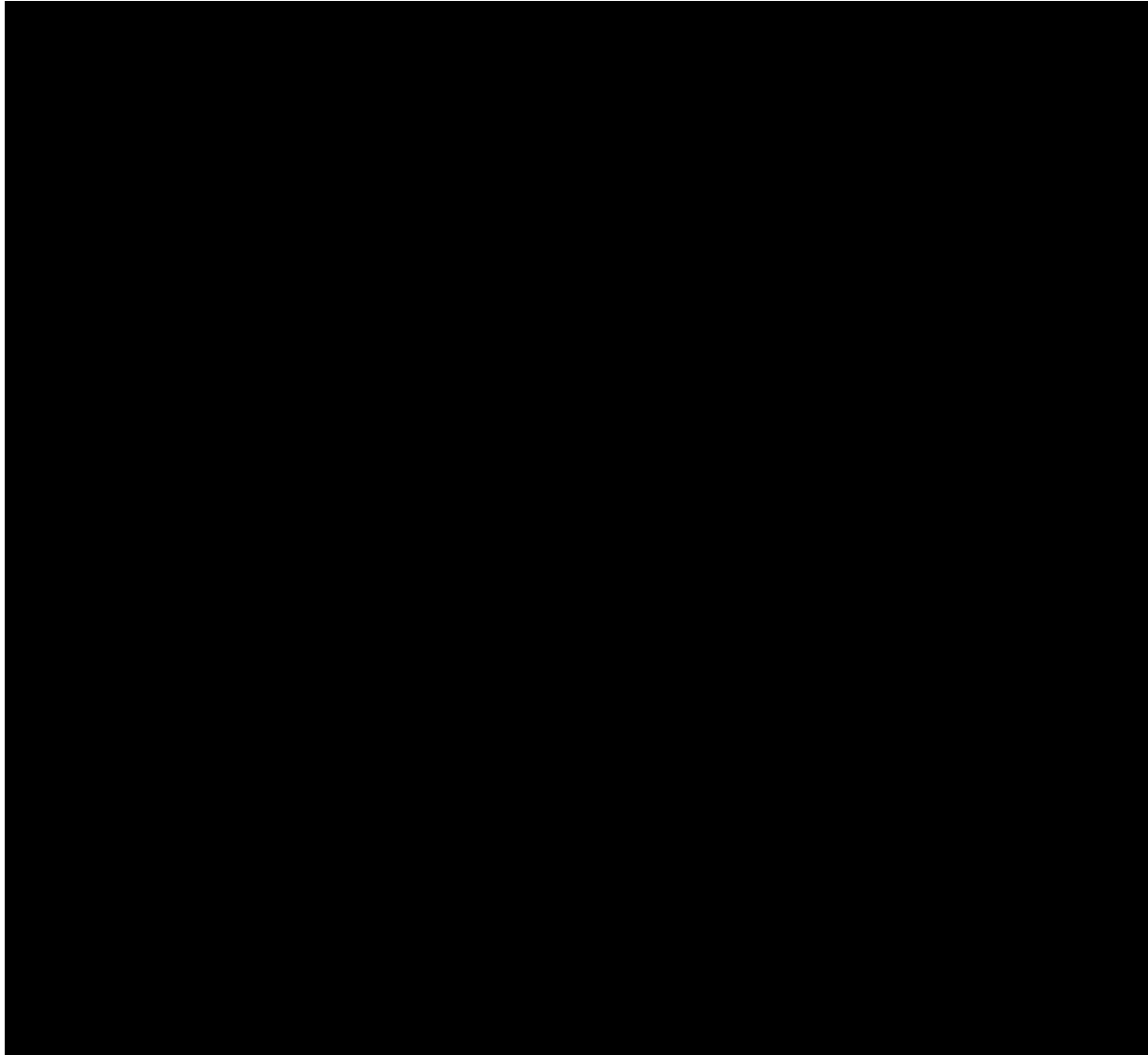


Note: The test form is shared between 3B/C and 4-5B/C.

2.1.1.4 *Grades 4–5*

Table 2.1.1.4.1

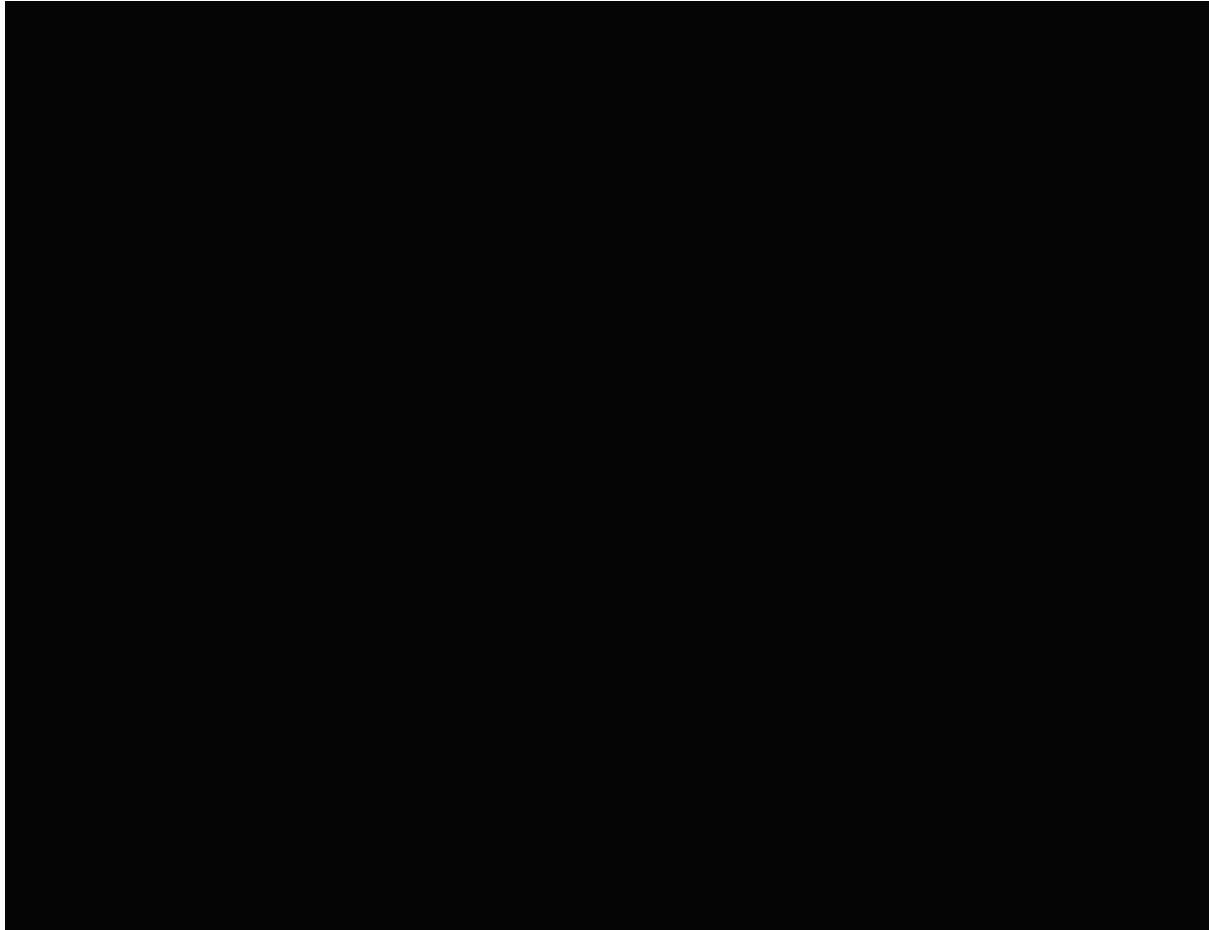
Complete Item Analysis and Summary: List 4-5 A S403 Paper



Note: The test form is shared between 3A and 4-5A.

Table 2.1.1.4.2

Complete Item Analysis and Summary: List 4-5 B/C S403 Paper



Note: The test form is shared between 3B/C and 4-5B/C.

2.1.1.5 *Grades 6–8*

Table 2.1.1.5.1

Complete Item Analysis and Summary: List 6-8 A S403 Paper

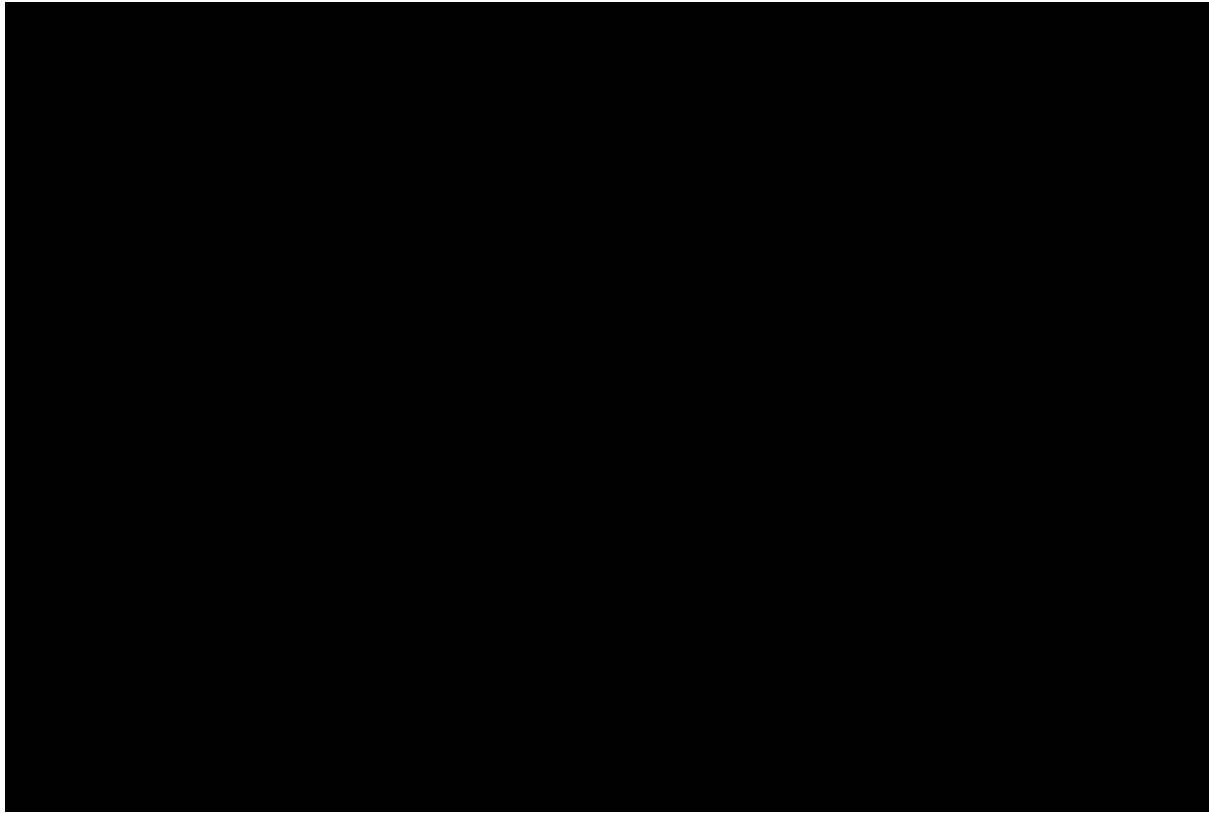
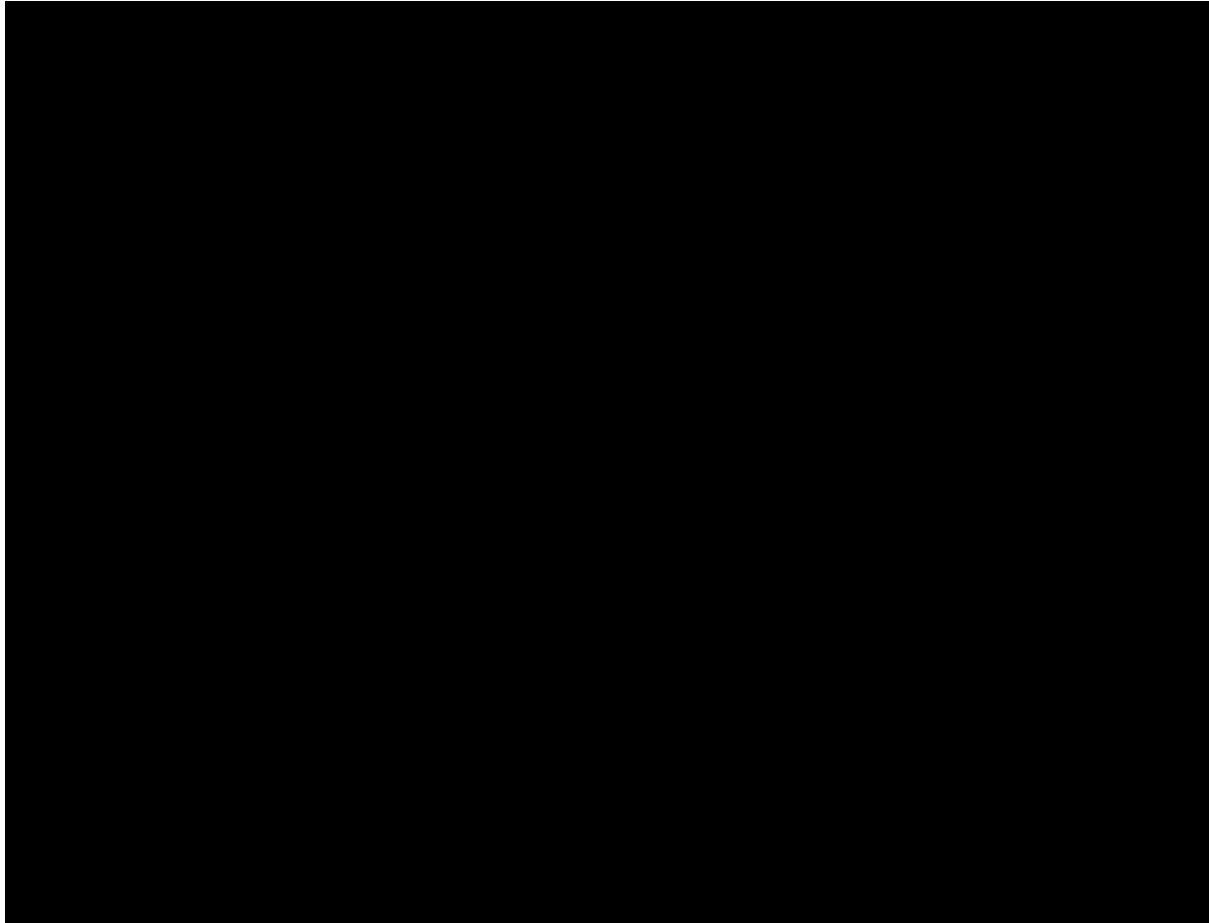


Table 2.1.1.5.2

Complete Item Analysis and Summary: List 6-8 B/C S403 Paper



2.1.1.6 *Grades 9–12*

Table 2.1.1.6.1

Complete Item Analysis and Summary: List 9-12 A S403 Paper

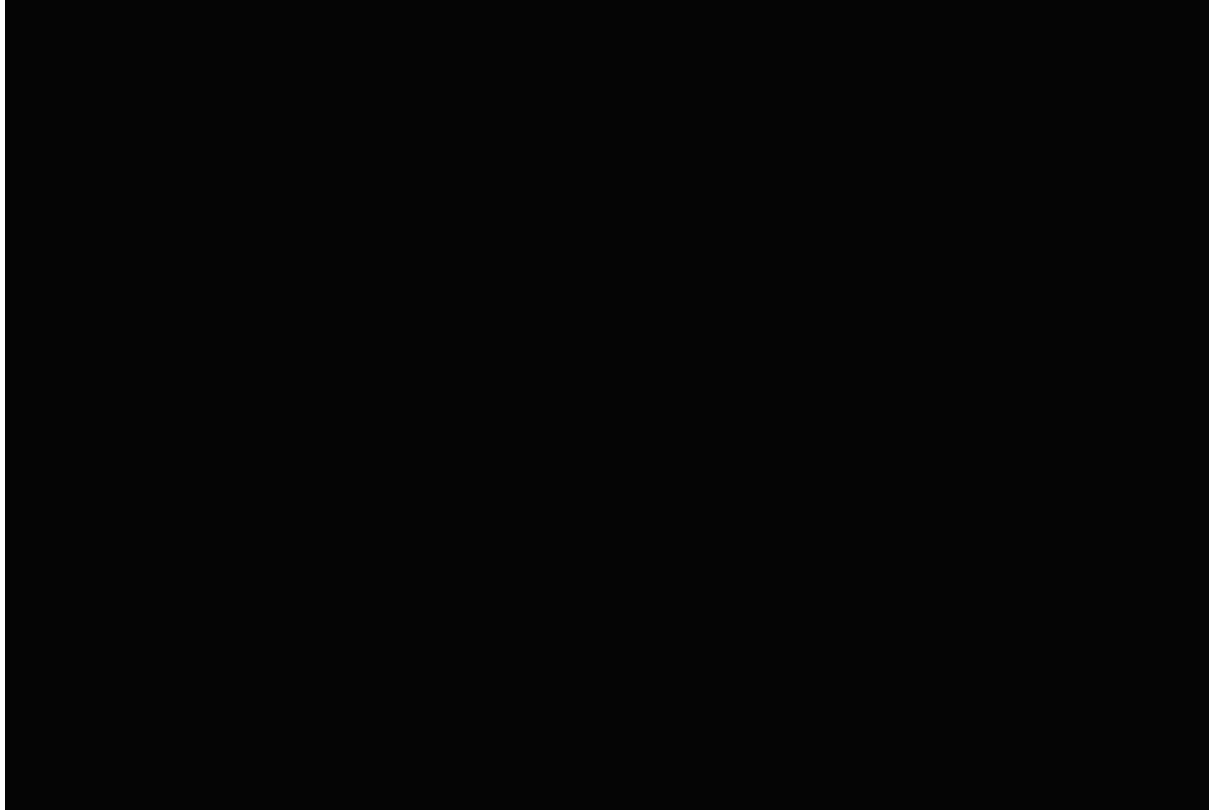
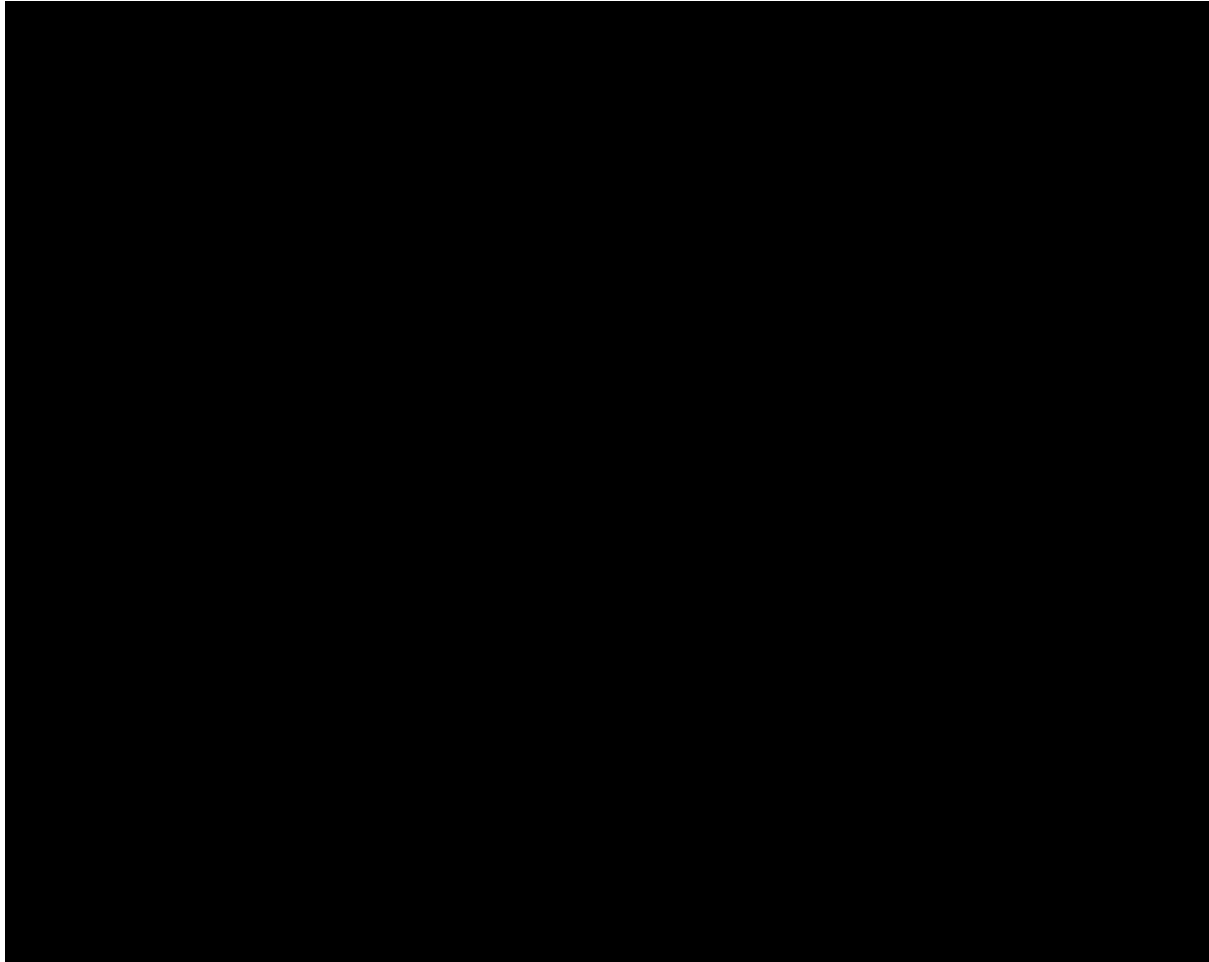


Table 2.1.1.6.2

Complete Item Analysis and Summary: List 9-12 B/C S403 Paper

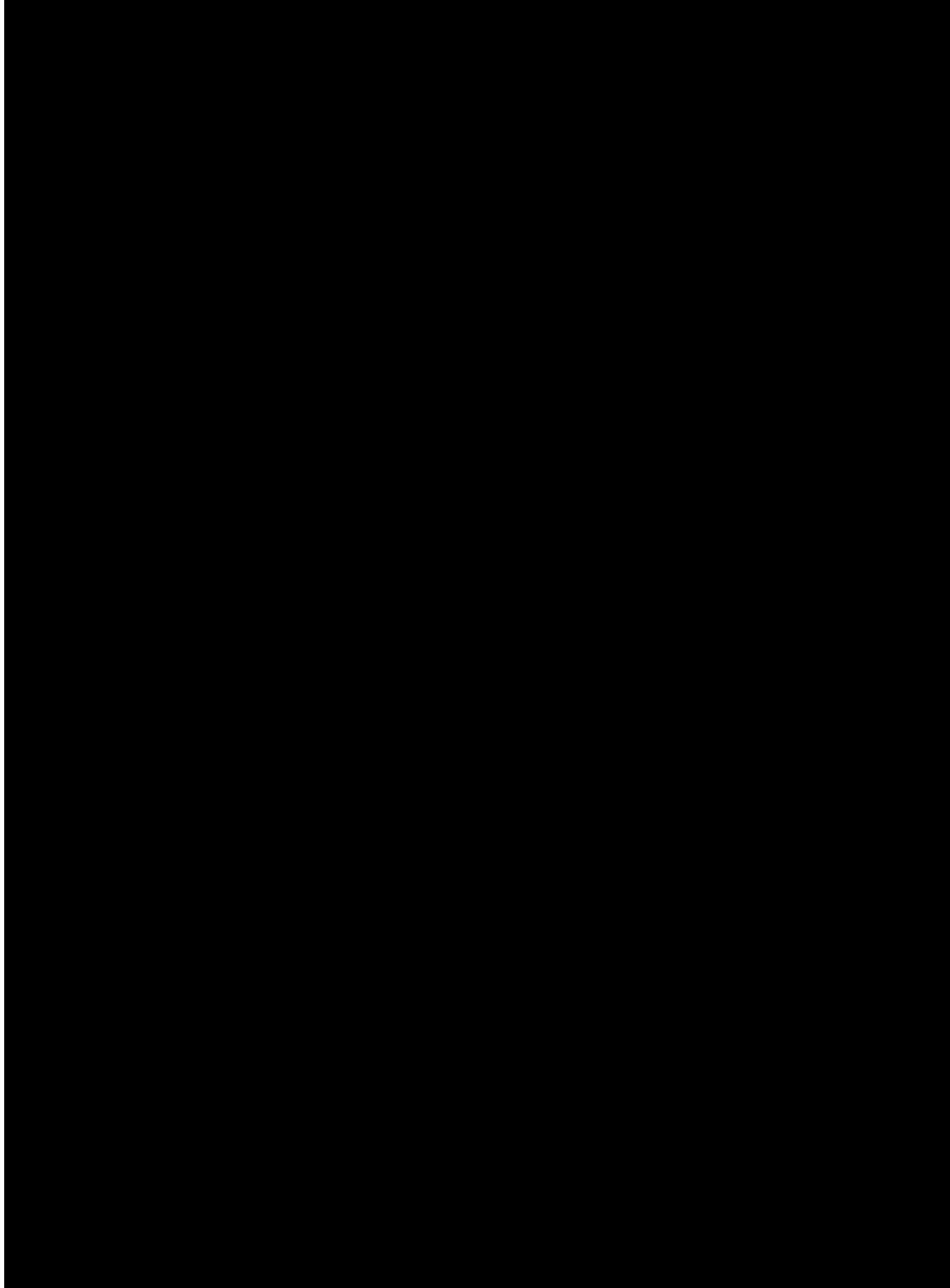


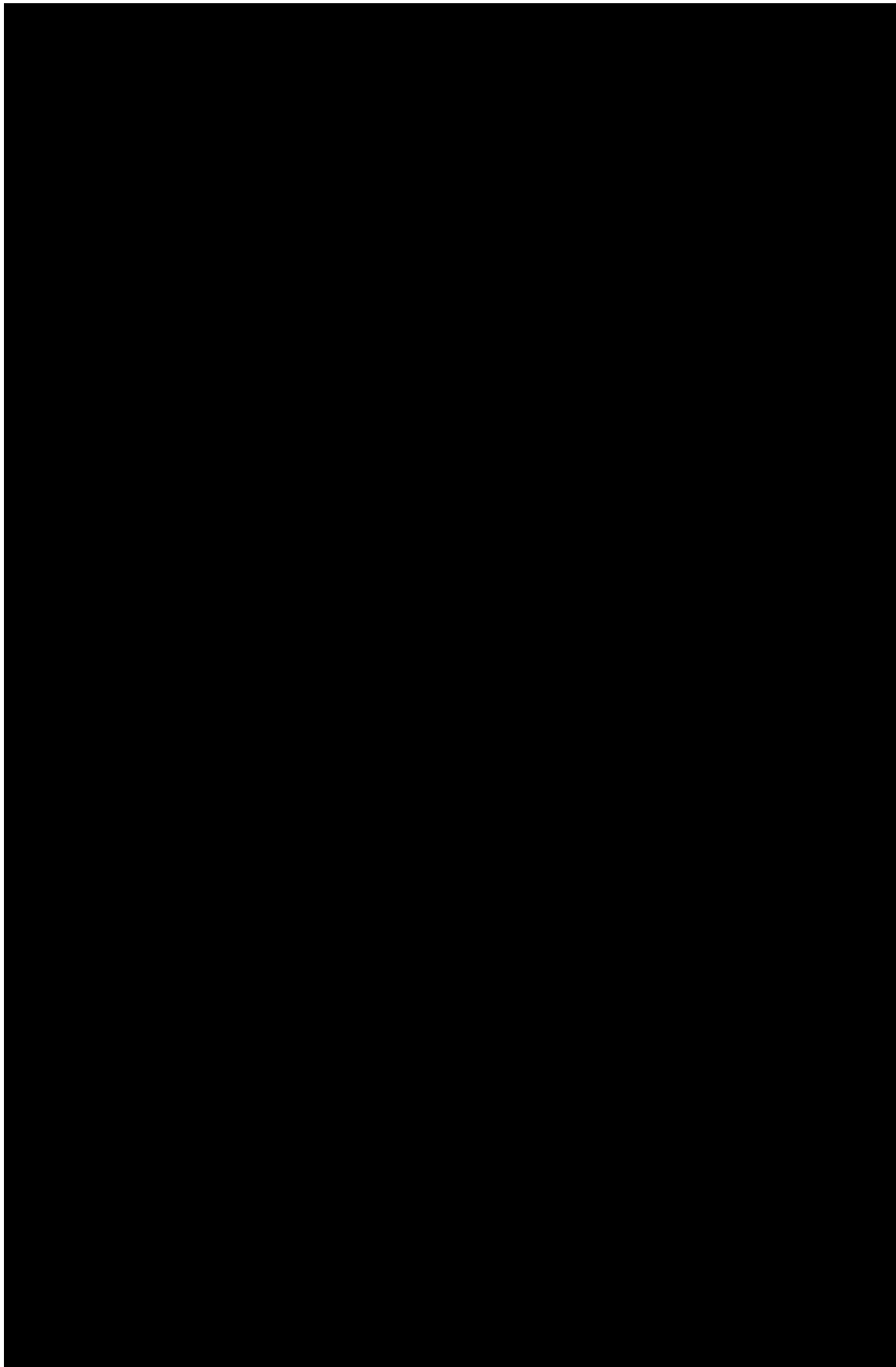
2.1.2 Reading

2.1.2.0 Kindergarten

Table 2.1.2.0

Complete Item Analysis and Summary: Read K S403 Paper

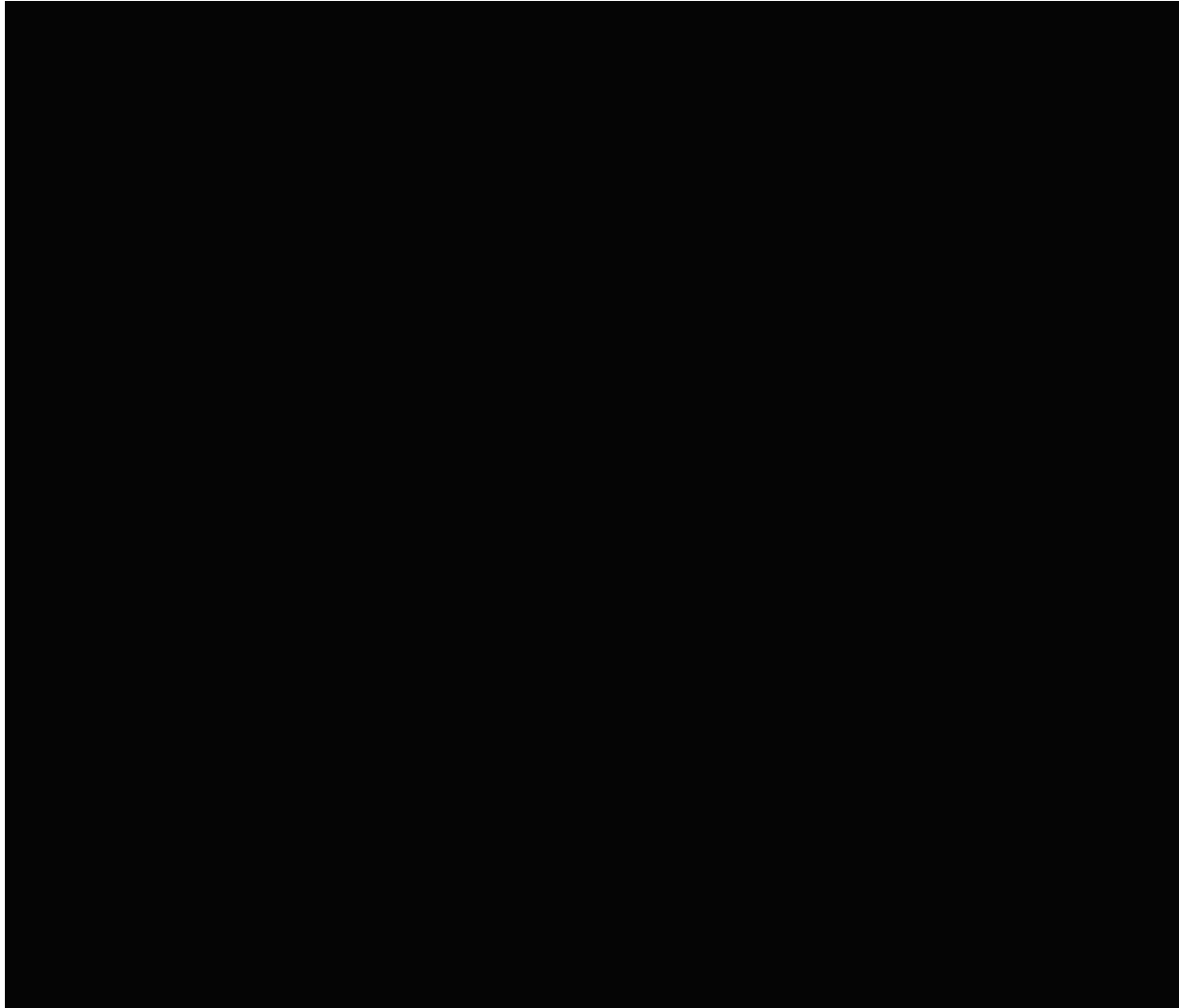




2.1.2.1 *Grade 1*

Table 2.1.2.1.1

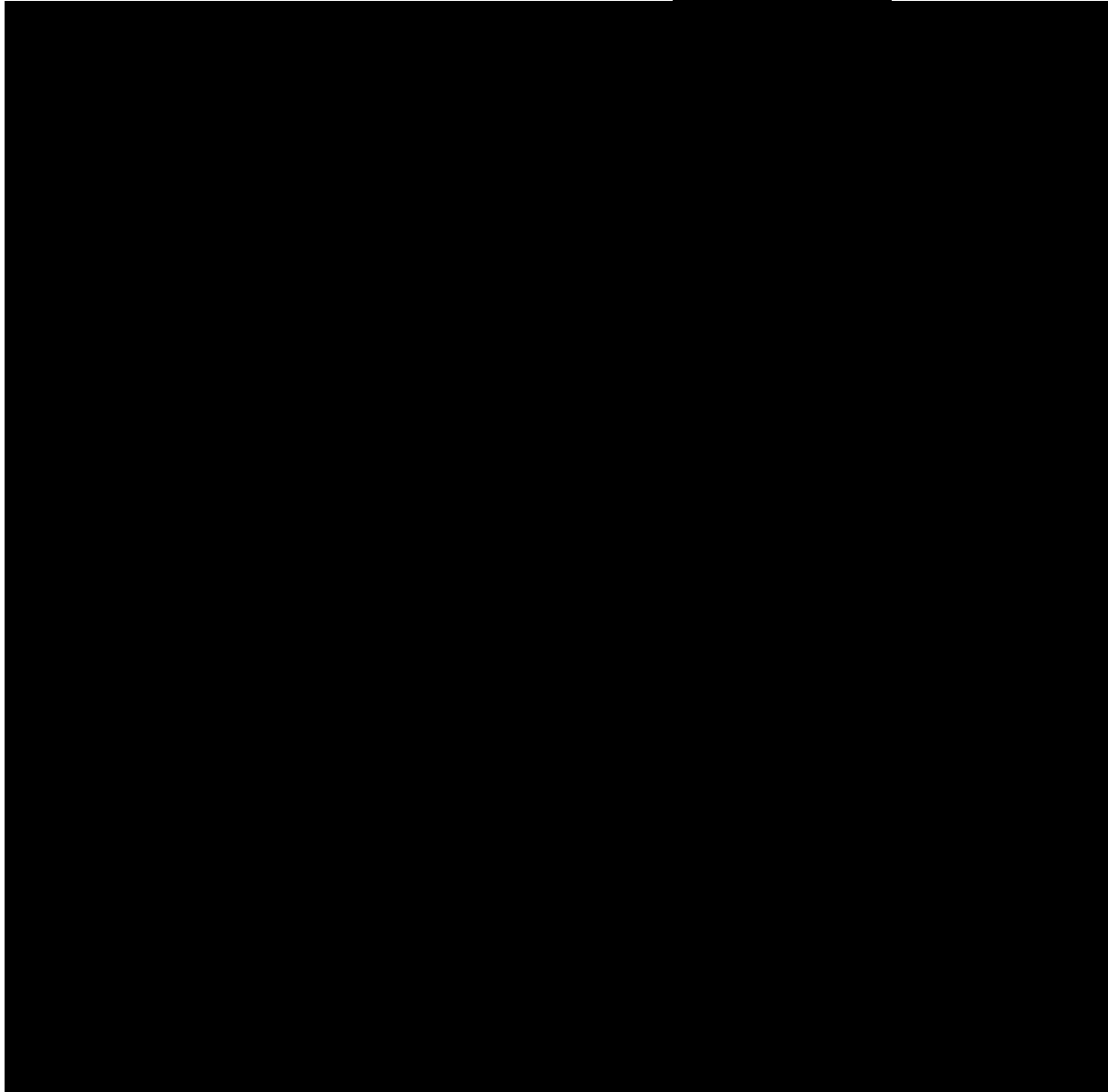
Complete Item Analysis and Summary: Read 1 A S403 Paper



Note: The test form is shared between 1A and 2A.

Table 2.1.2.1.2

Complete Item Analysis and Summary: Read 1 B/C S403 Paper

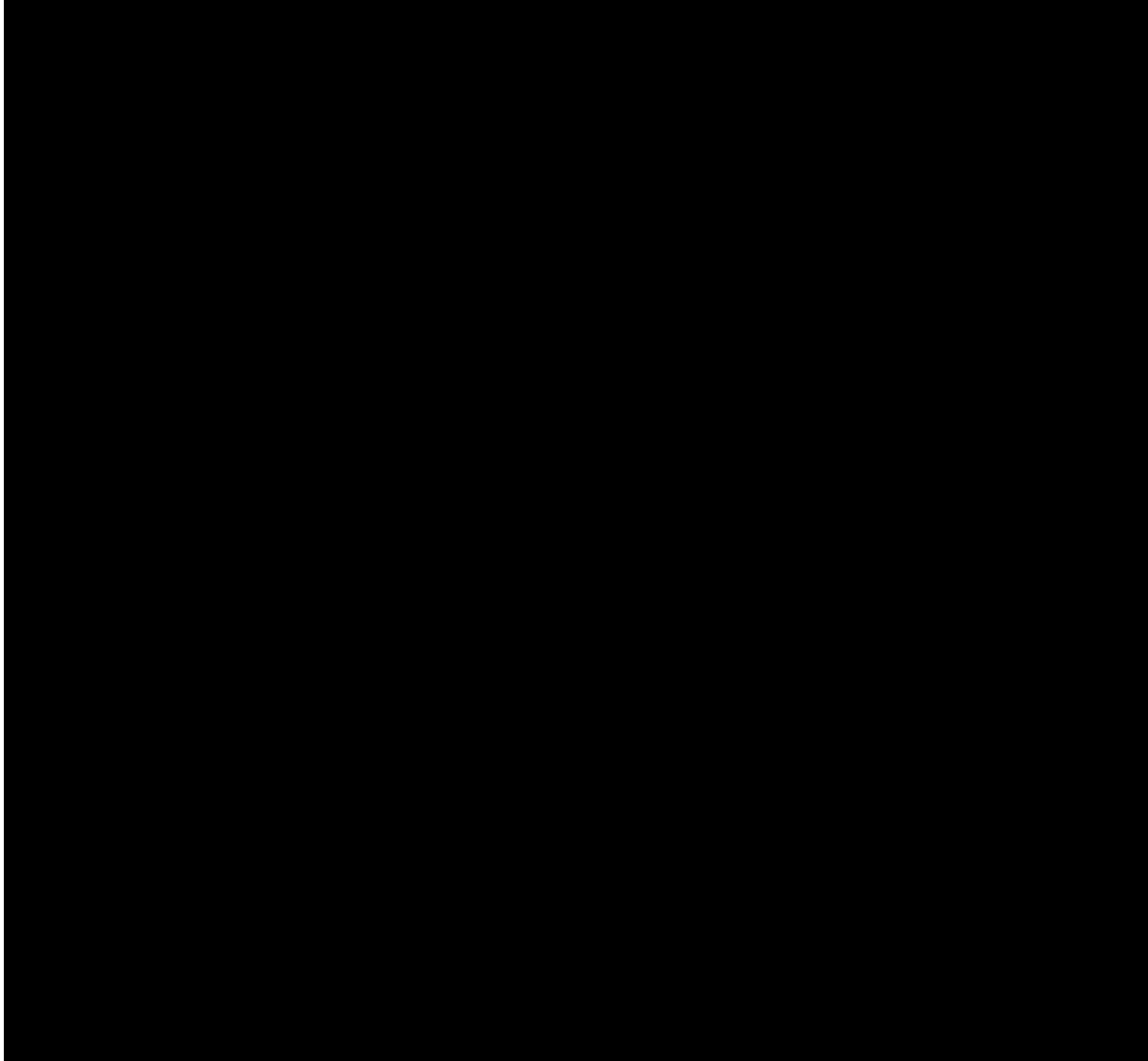


Note: The test form is shared between 1B/C and 2B/C.

2.1.2.2 *Grade 2*

Table 2.1.2.2.1

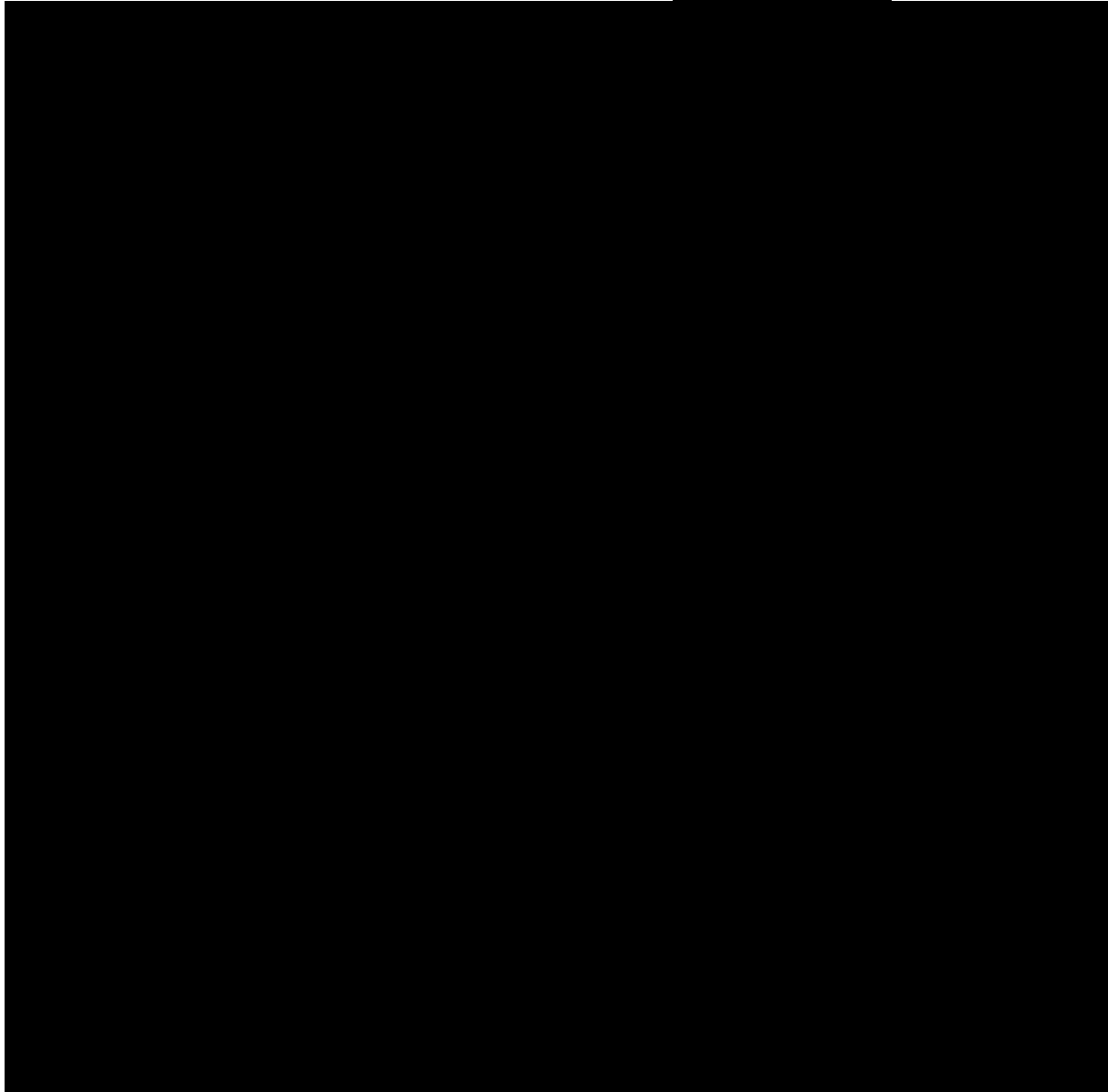
Complete Item Analysis and Summary: Read 2 A S403 Paper



Note: The test form is shared between 1A and 2A.

Table 2.1.2.2.2

Complete Item Analysis and Summary: Read 2 B/C S403 Paper

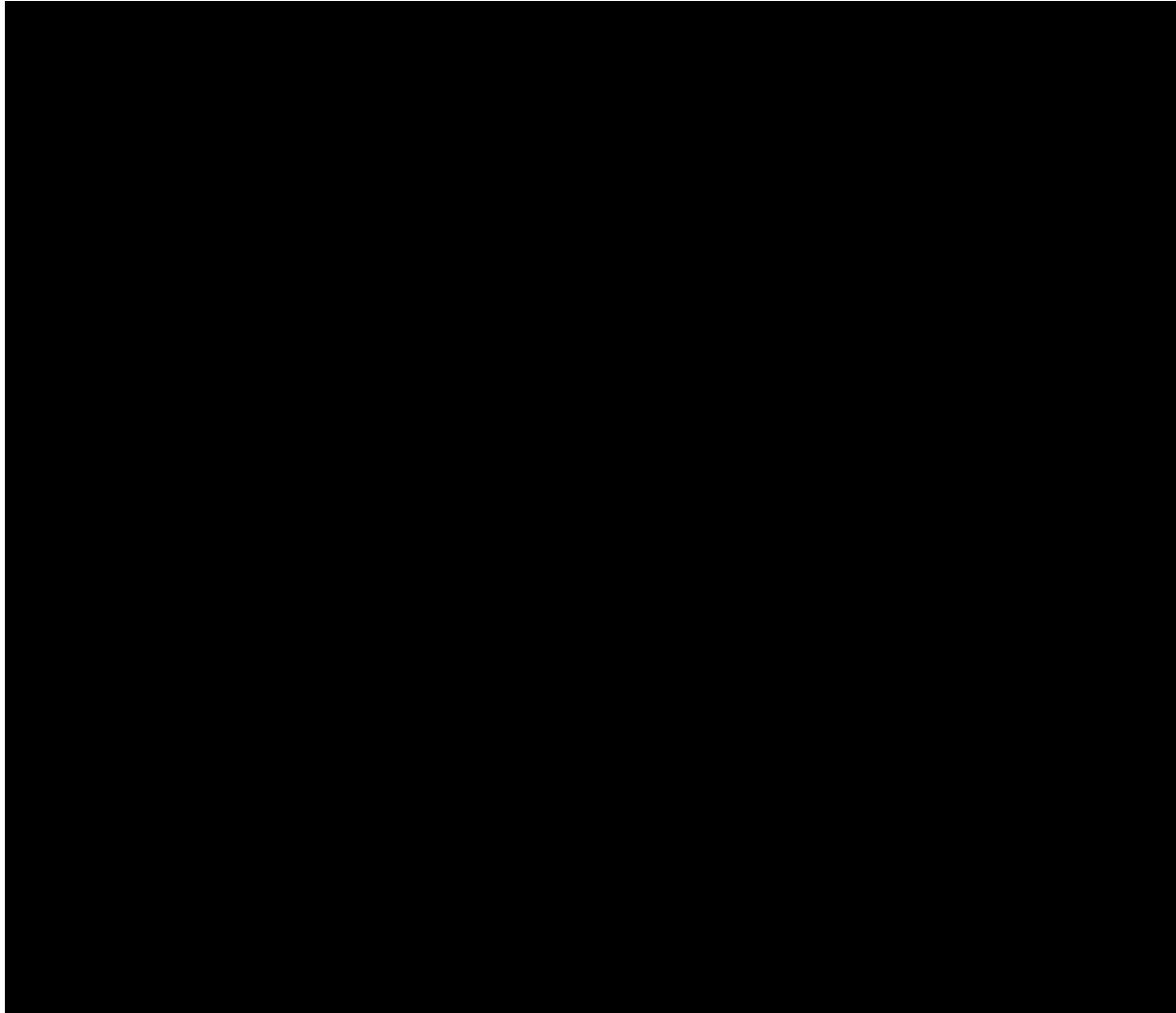


Note: The test form is shared between 1B/C and 2B/C.

2.1.2.3 *Grade 3*

Table 2.1.2.3.1

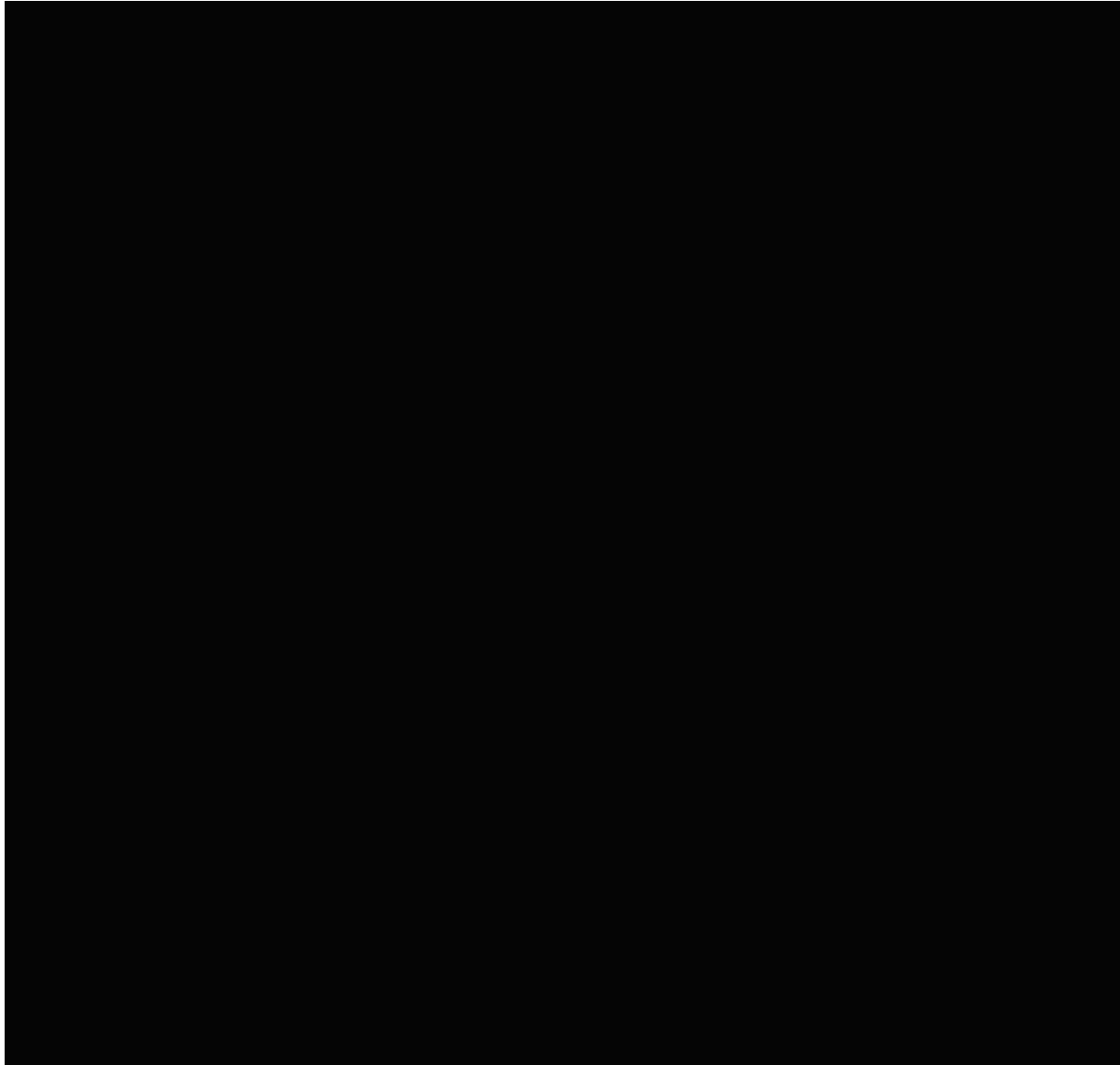
Complete Item Analysis and Summary: Read 3 A S403 Paper



Note: The test form is shared between 3A and 4-5A.

Table 2.1.2.3.2

Complete Item Analysis and Summary: Read 3 B/C S403 Paper

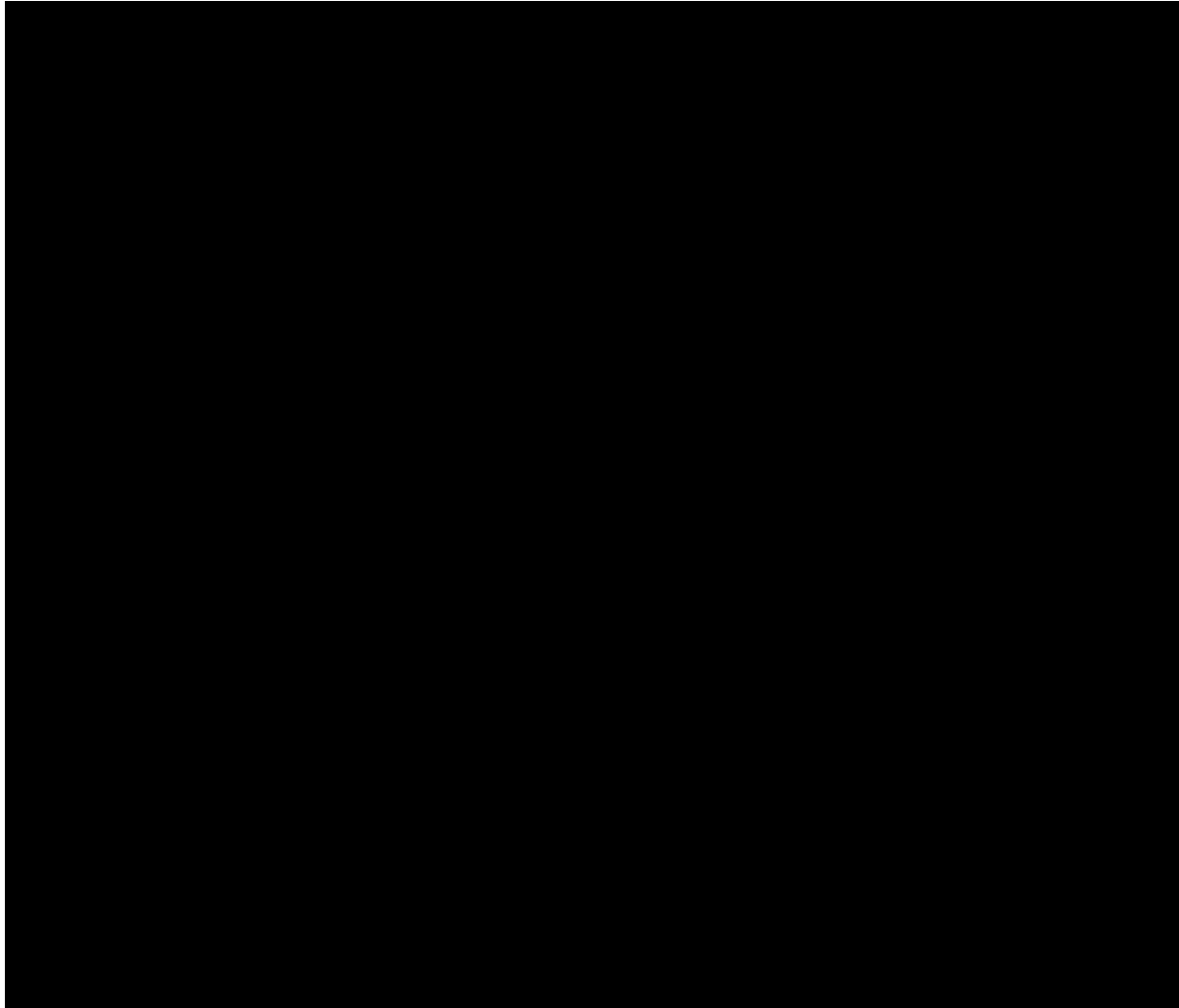


Note: The test form is shared between 3B/C and 4-5B/C.

2.1.2.4 *Grades 4–5*

Table 2.1.2.4.1

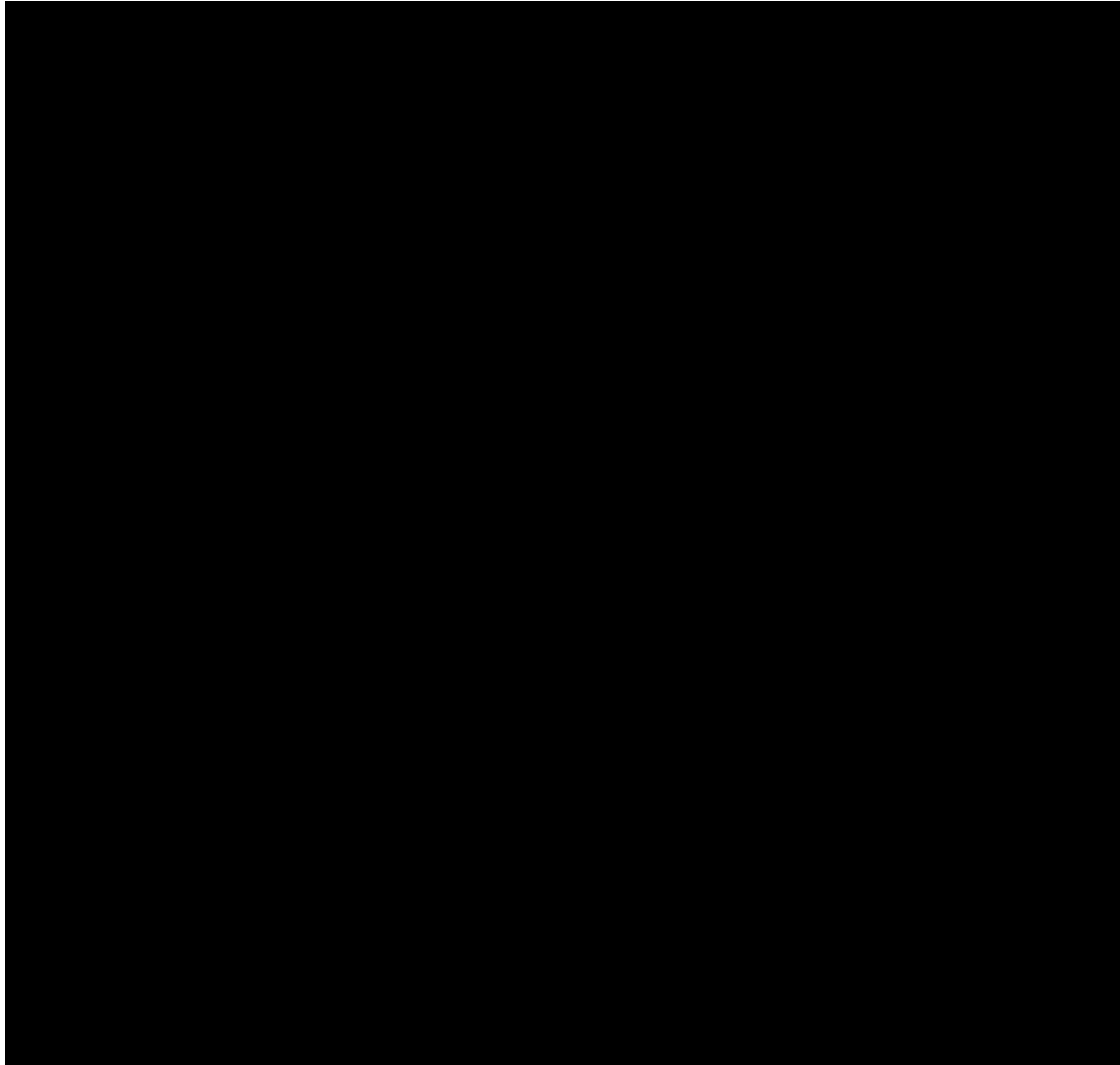
Complete Item Analysis and Summary: Read 4-5 A S403 Paper



Note: The test form is shared between 3A and 4-5A.

Table 2.1.2.4.2

Complete Item Analysis and Summary: Read 4-5 B/C S403 Paper



Note: The test form is shared between 3B/C and 4-5B/C.

2.1.2.5 *Grades 6–8*

Table 2.1.2.5.1

Complete Item Analysis and Summary: Read 6-8 A S403 Paper

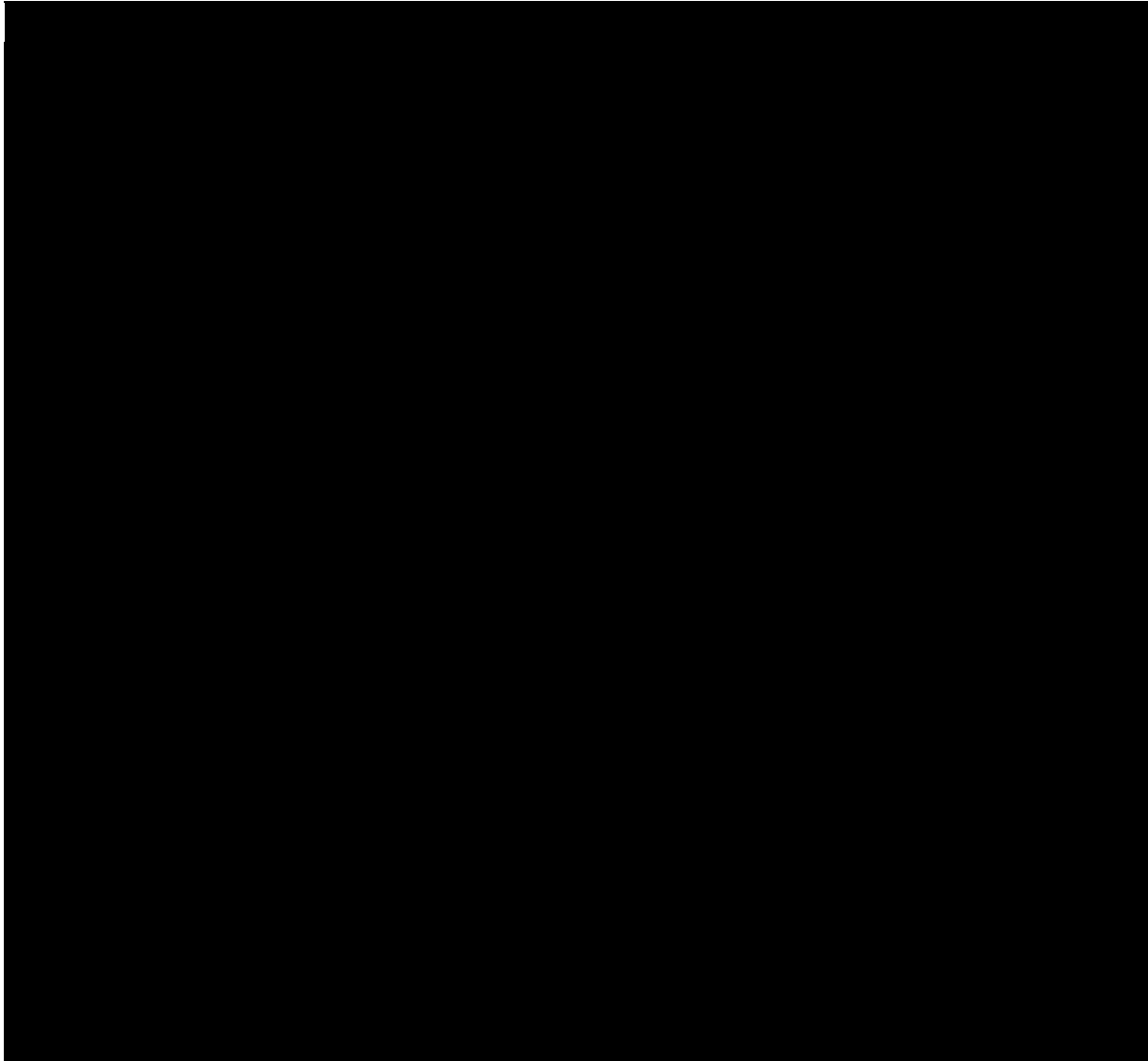
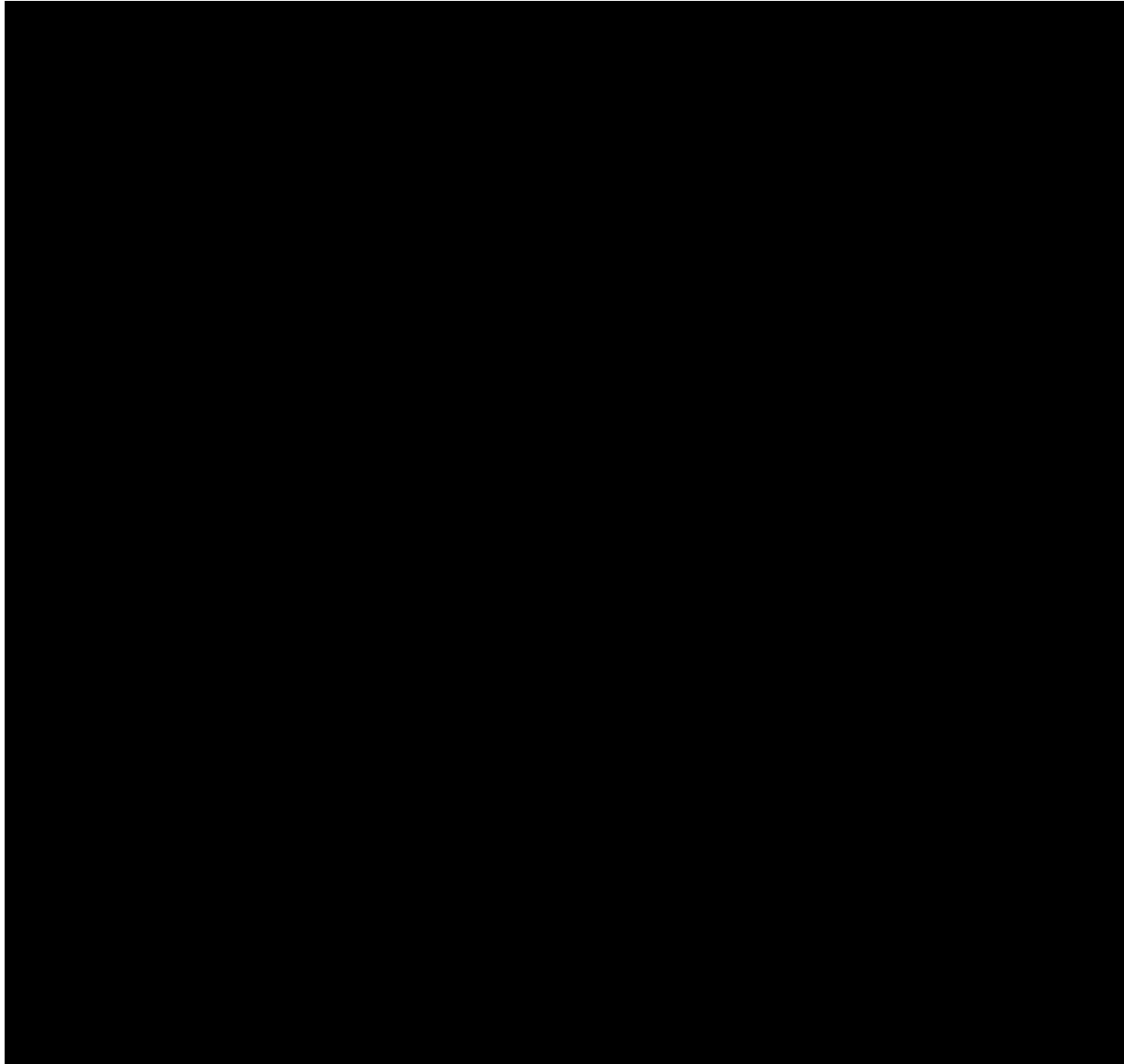


Table 2.1.2.5.2

Complete Item Analysis and Summary: Read 6-8 B/C S403 Paper



2.1.2.6 *Grades 9–12*

Table 2.1.2.6.1

Complete Item Analysis and Summary: Read 9-12 A S403 Paper

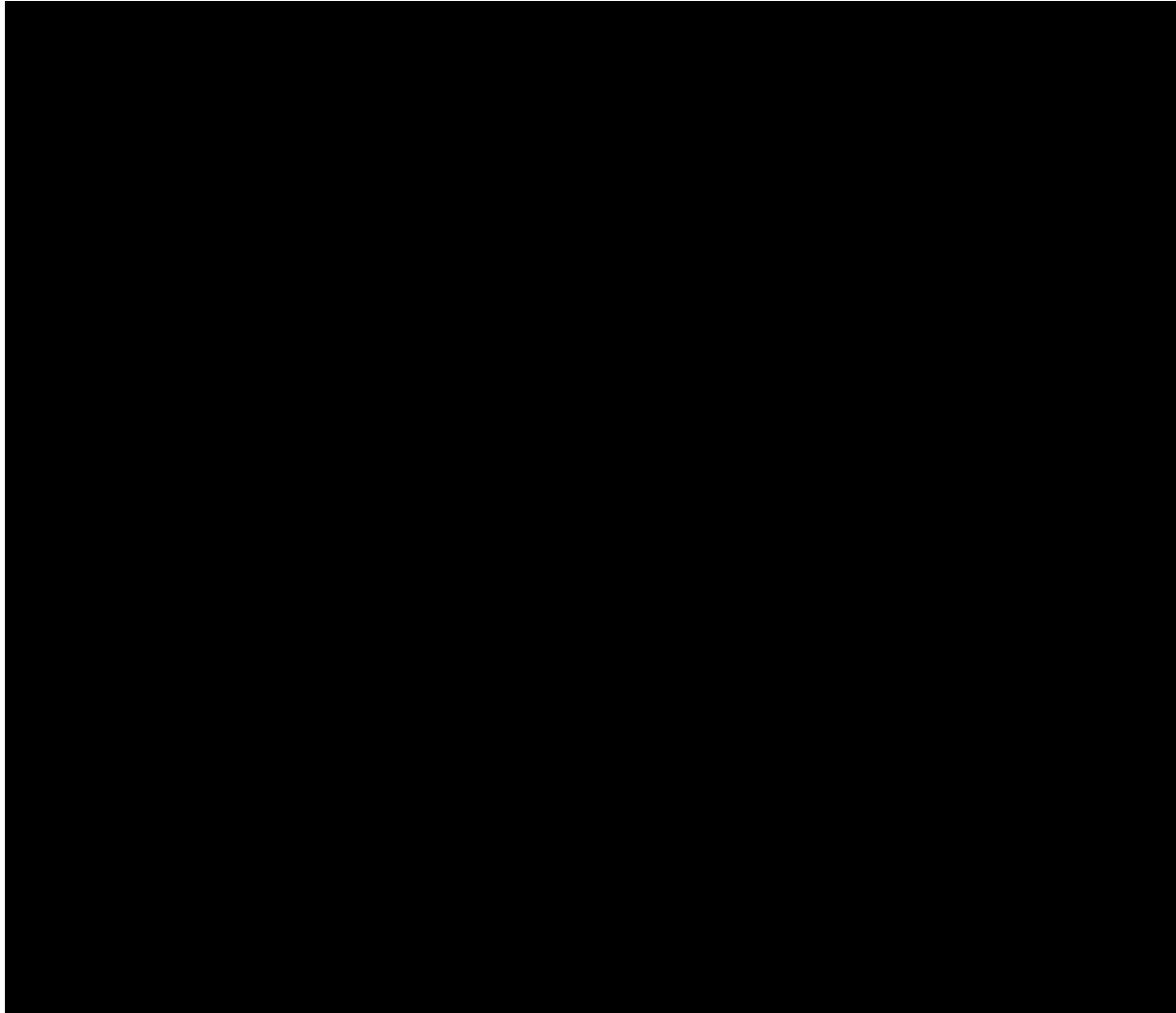
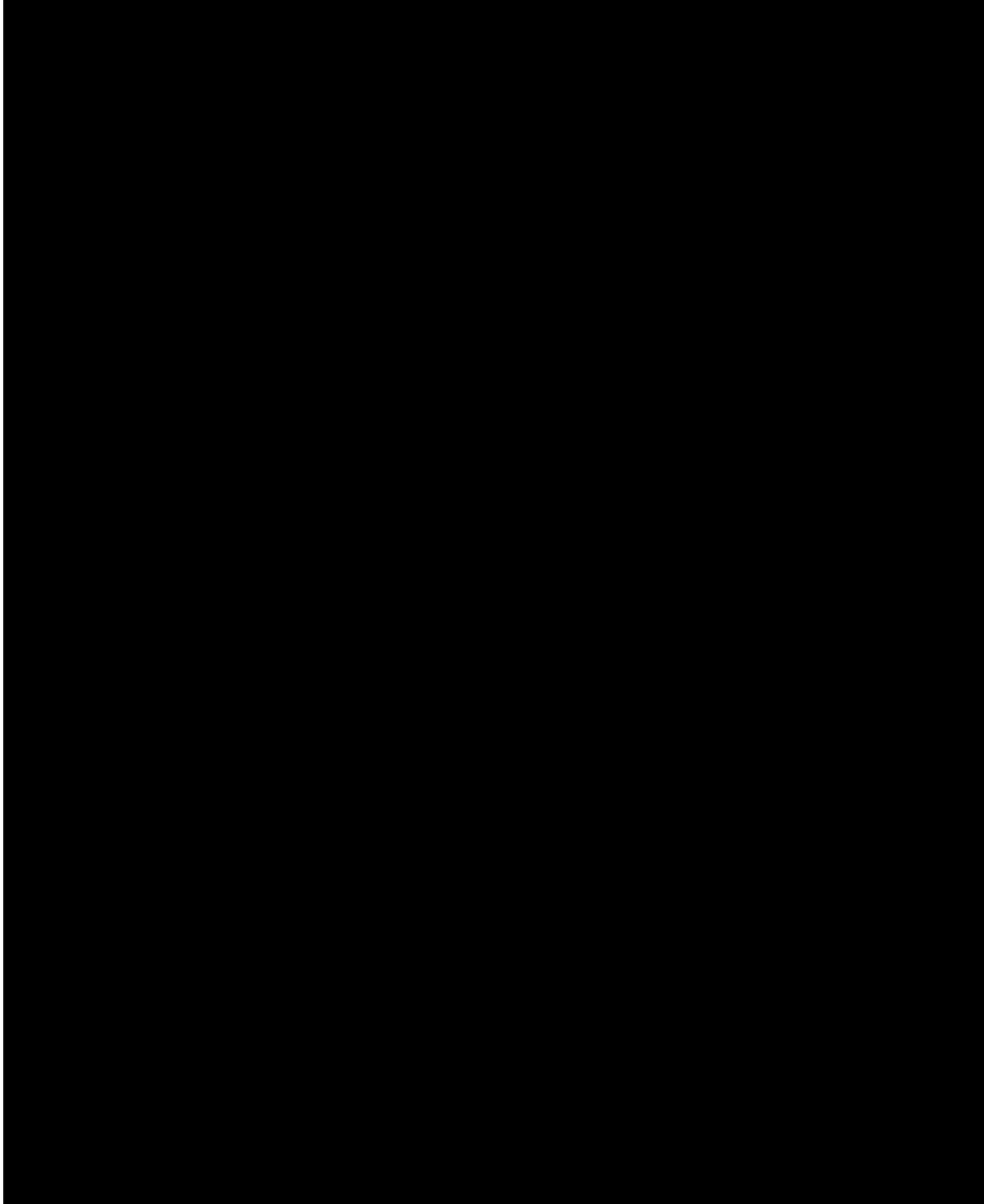


Table 2.1.2.6.2

Complete Item Analysis and Summary: Read 9-12 B/C S403 Paper

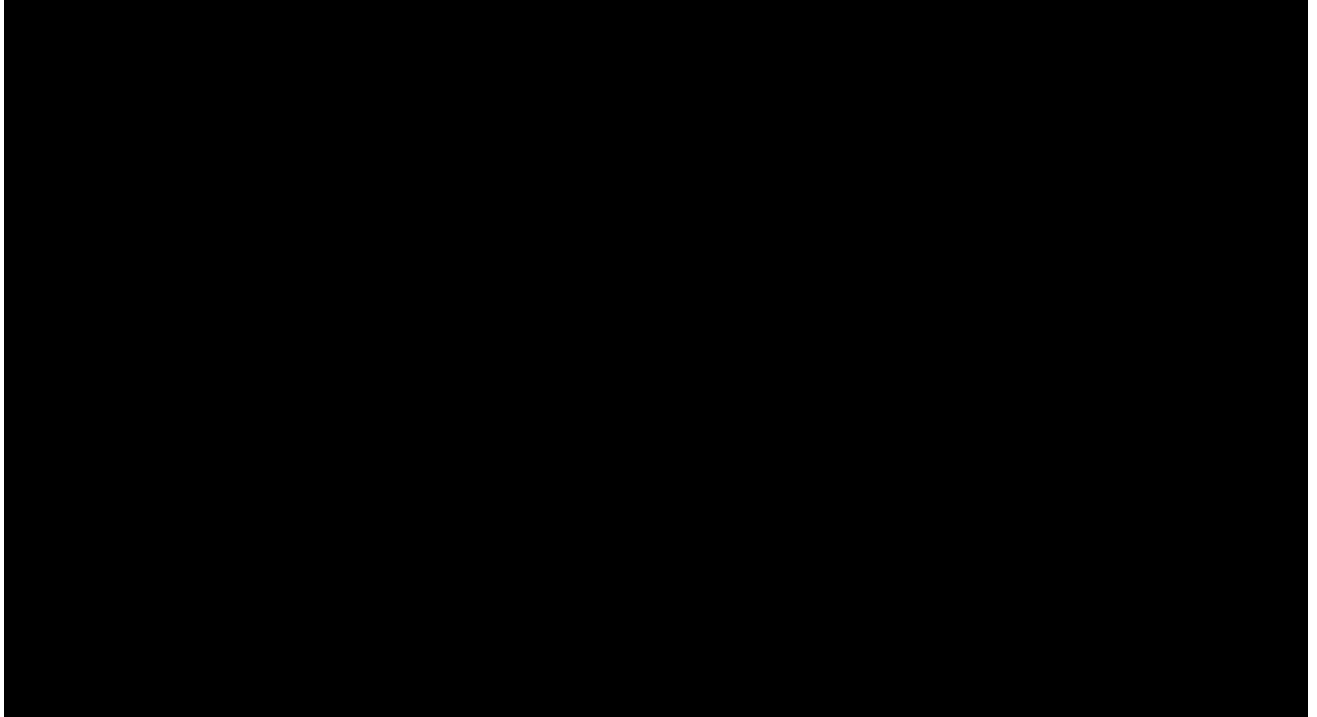


2.1.3 Writing

2.1.3.0 Kindergarten

Table 2.1.3.0

Complete Item Analysis and Summary: Writ K S403 Paper



2.1.3.1 *Grade 1*

Table 2.1.3.1.1

Complete Item Analysis and Summary: Writ 1 A S403 Paper

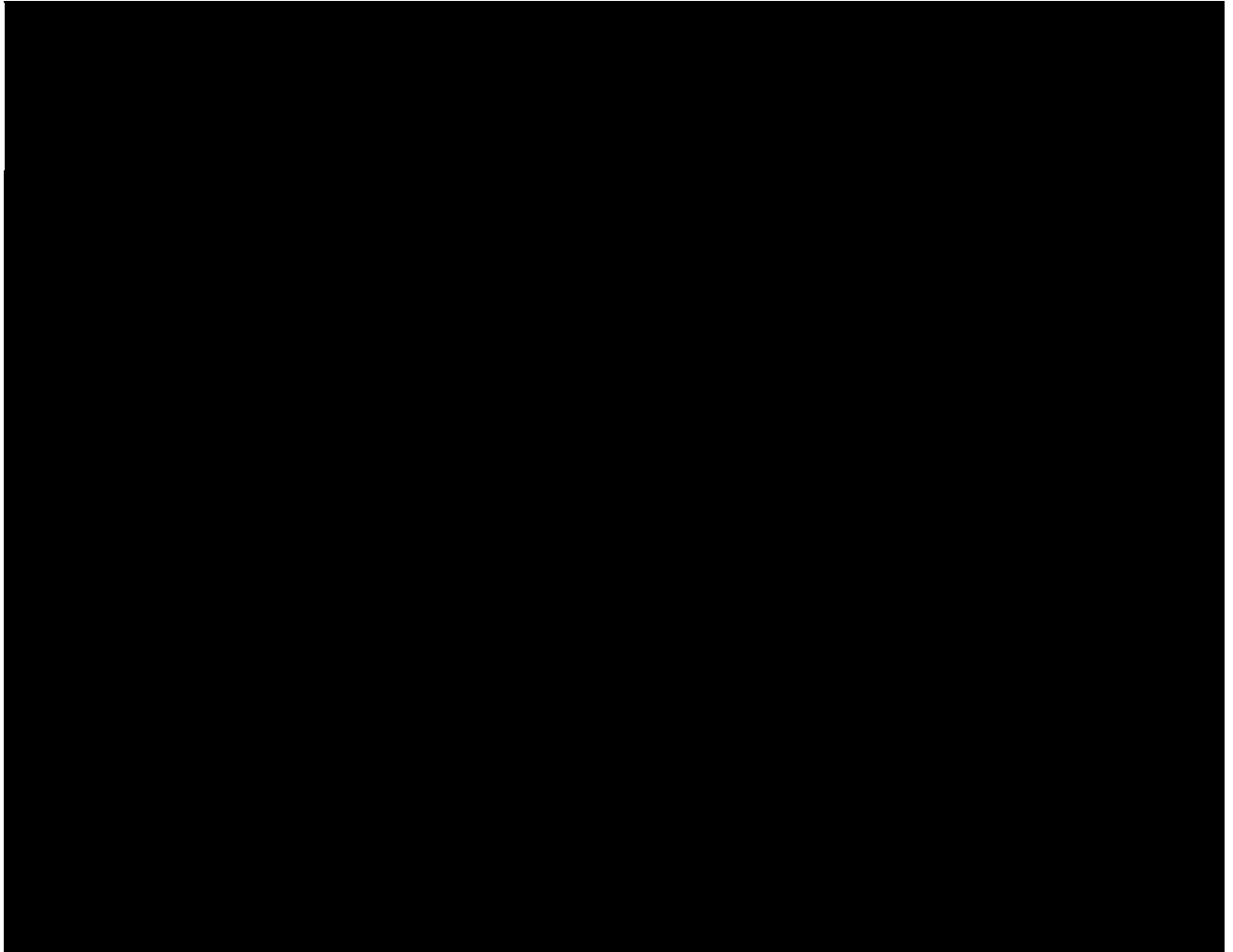
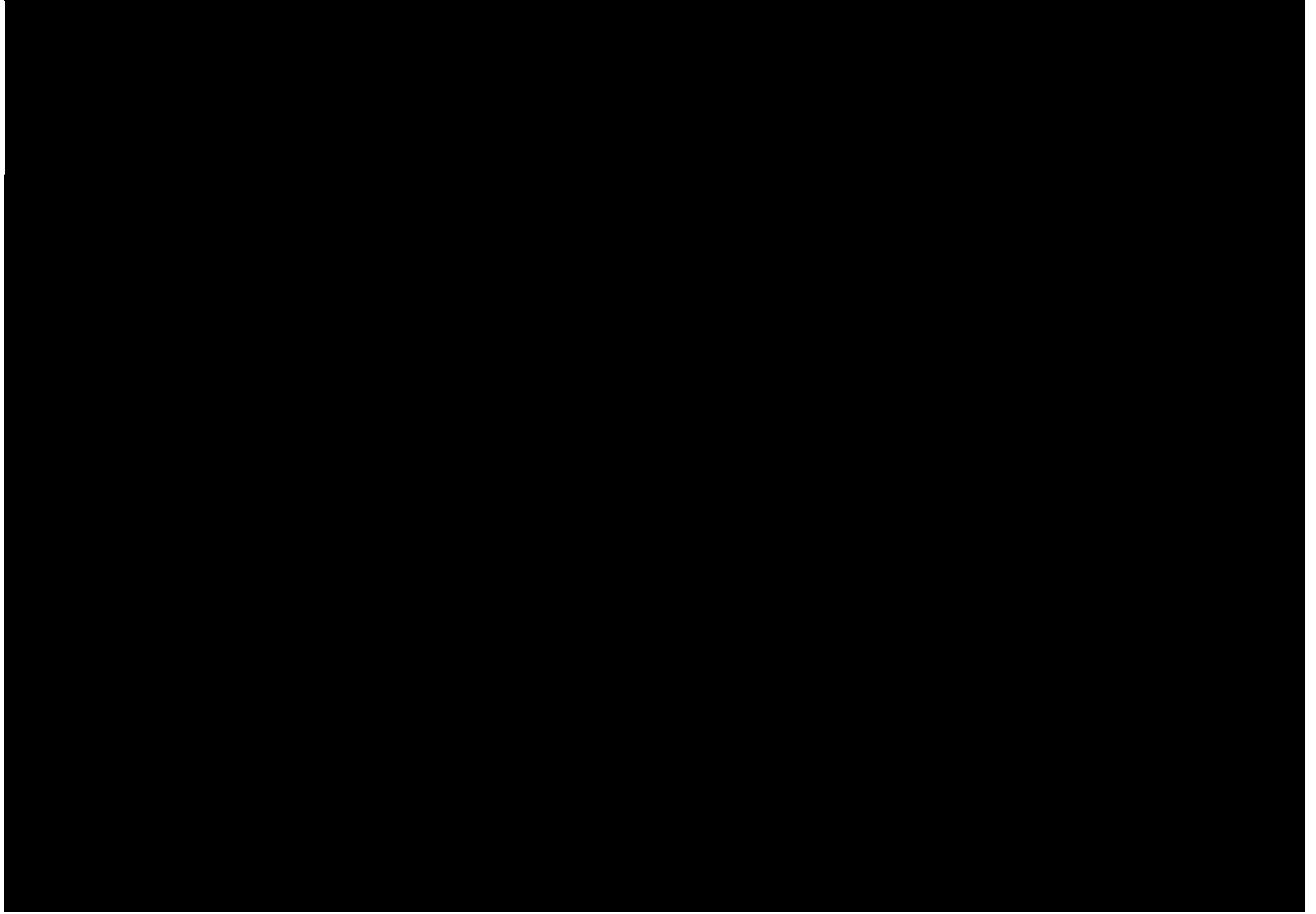


Table 2.1.3.1.2

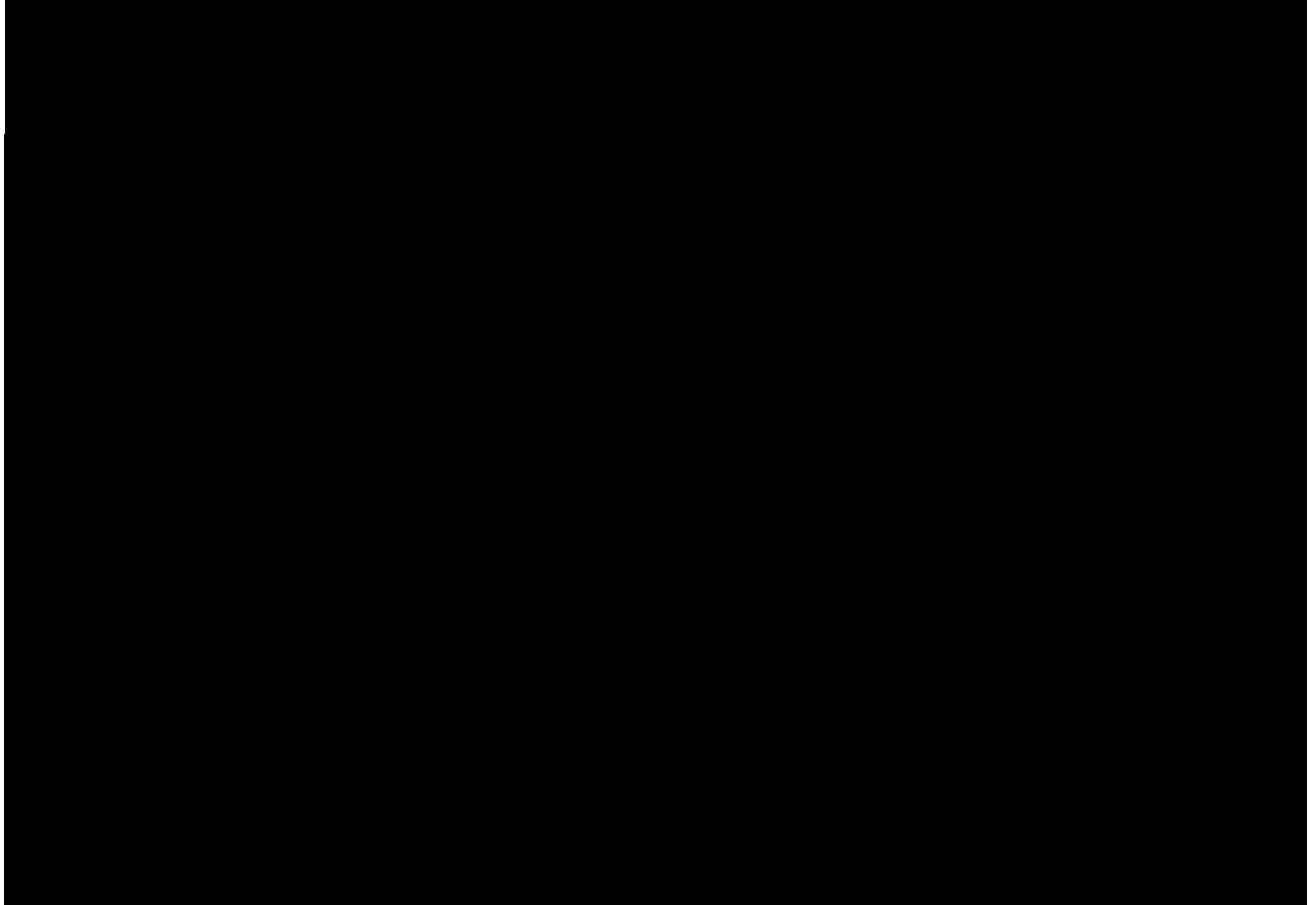
Complete Item Analysis and Summary: Writ 1 B/C S403 Paper



2.1.3.2 *Grade 2*

Table 2.1.3.2.1

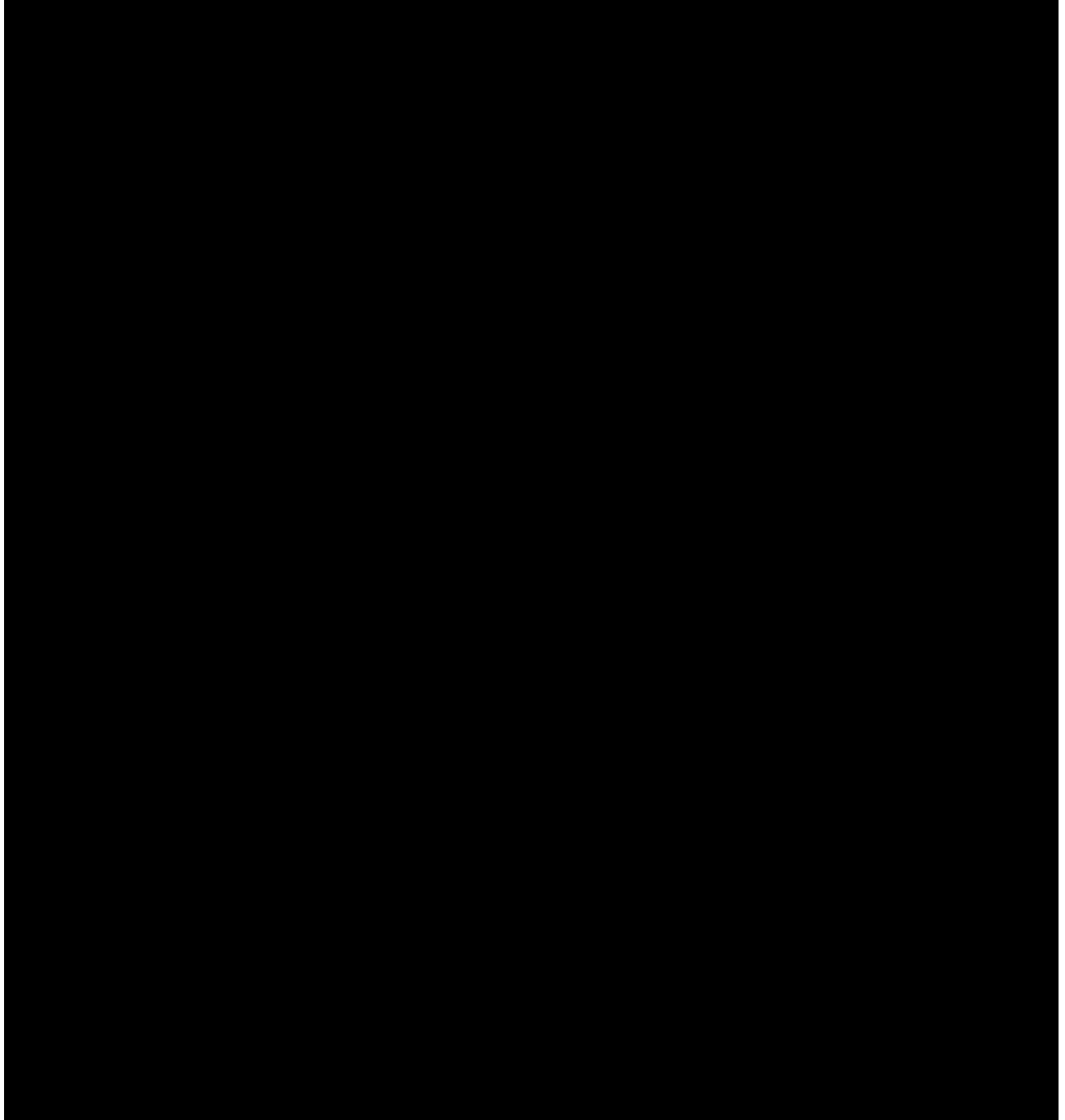
Complete Item Analysis and Summary: Writ 2 A S403 Paper



Note: The test form is shared between 2A and 3A.

Table 2.1.3.2.2

Complete Item Analysis and Summary: Writ 2 B/C S403 Paper

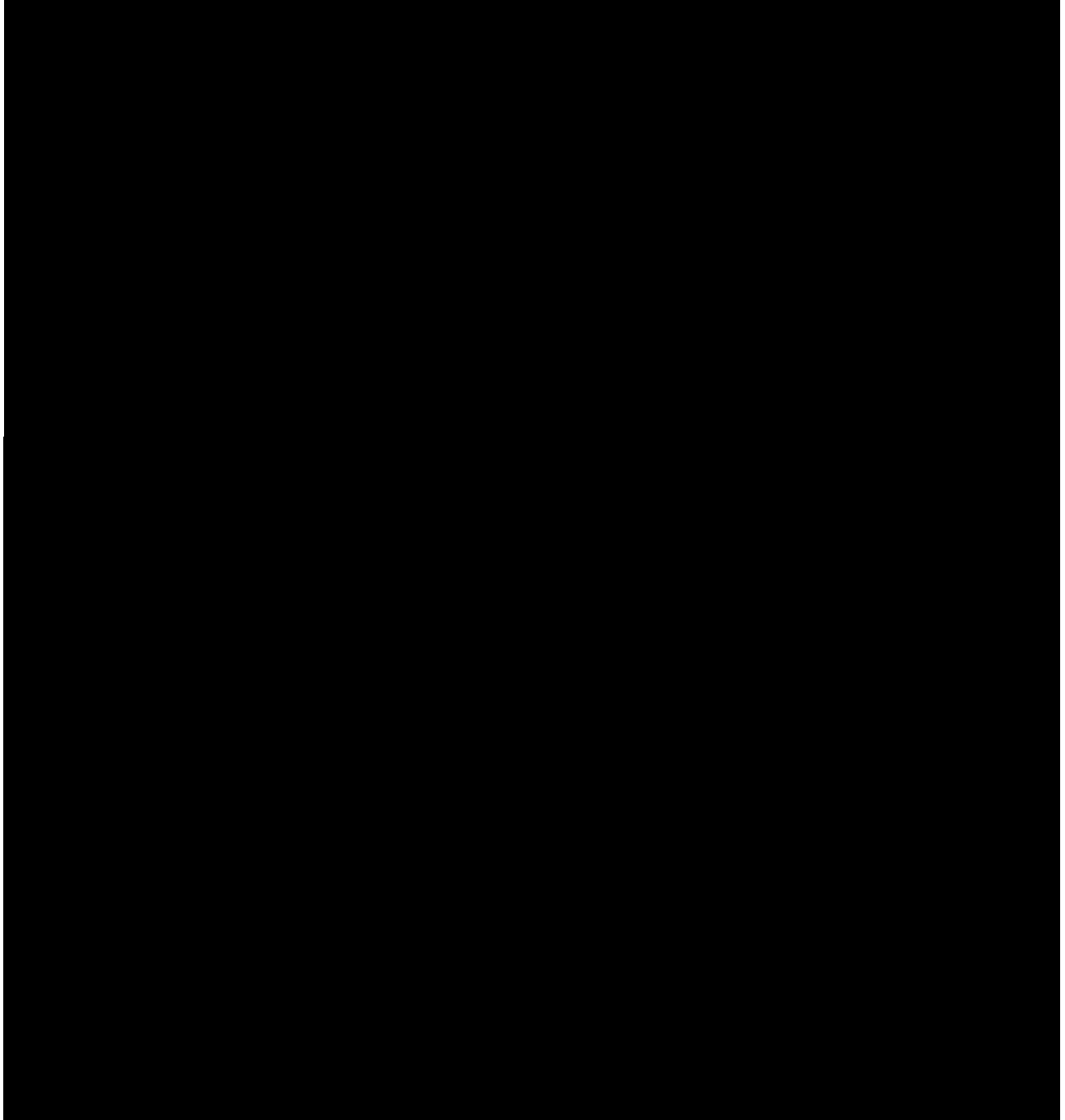


Note: The test form is shared between 2BC and 3BC.

2.1.3.3 *Grade 3*

Table 2.1.3.3.1

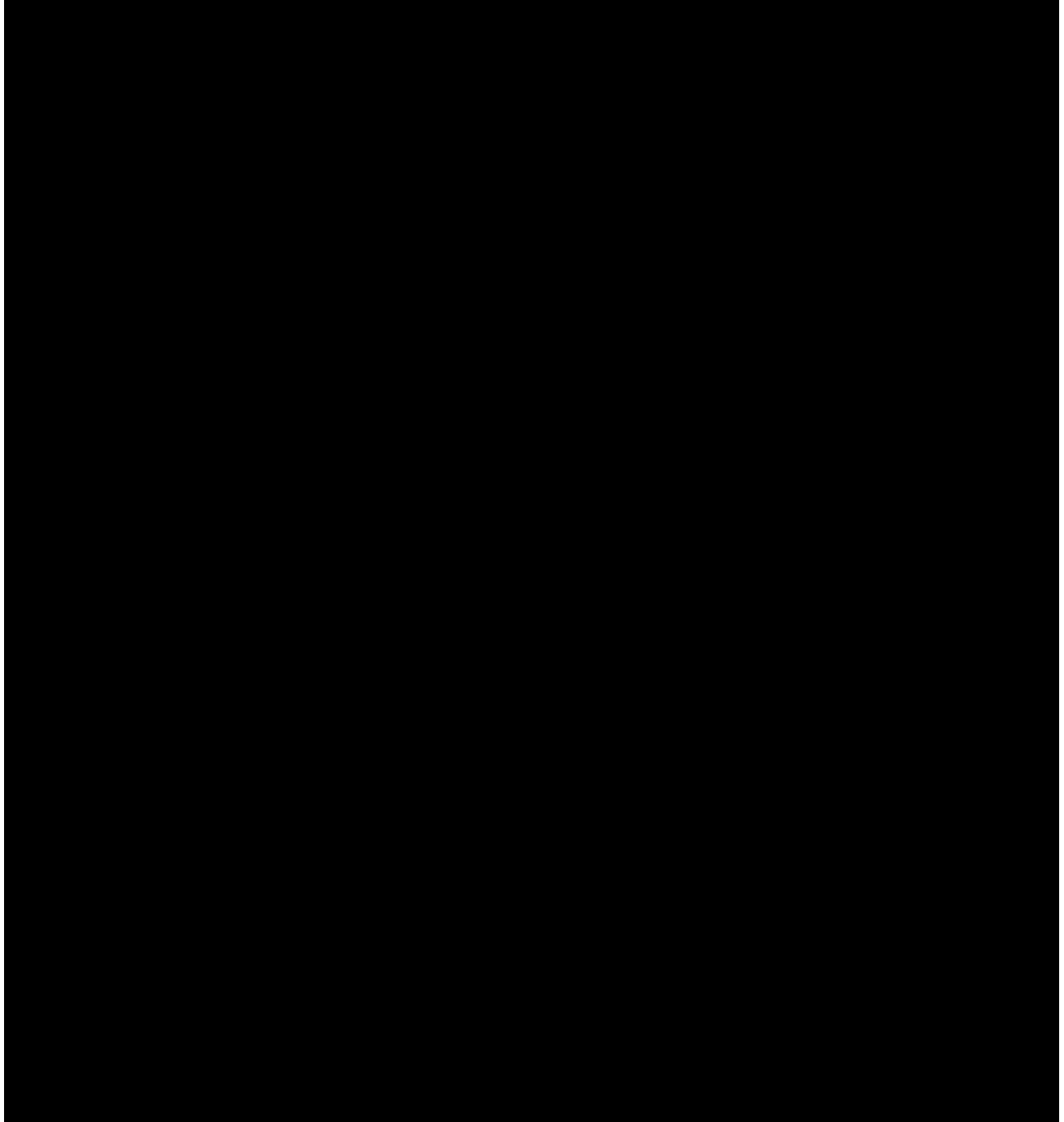
Complete Item Analysis and Summary: Writ 3 A S403 Paper



Note: The test form is shared between 2A and 3A.

Table 2.1.3.3.2

Complete Item Analysis and Summary: Writ 3 B/C S403 Paper



Note: The test form is shared between 2BC and 3BC.

2.1.3.4 *Grades 4–5*

Table 2.1.3.4.1

Complete Item Analysis and Summary: Writ 4-5 A S403 Paper

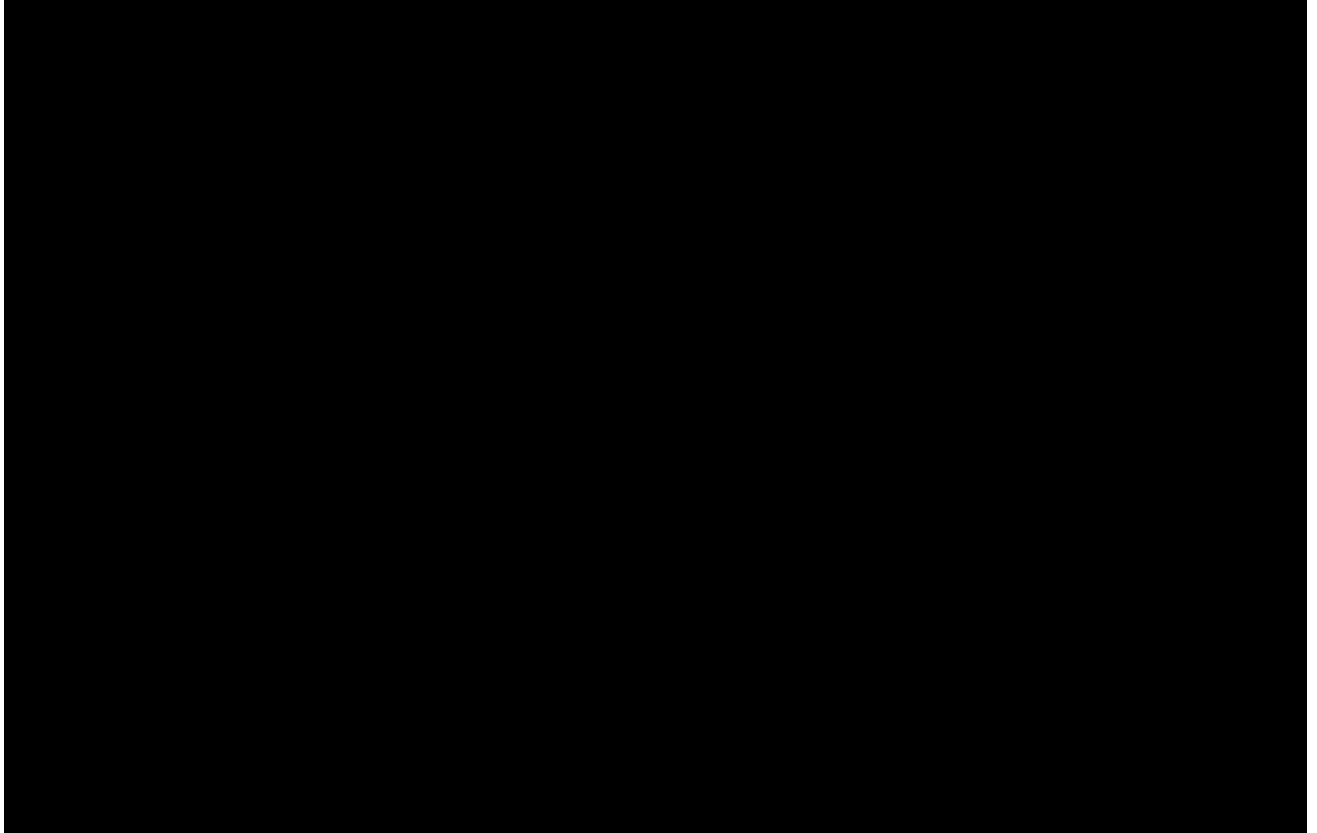
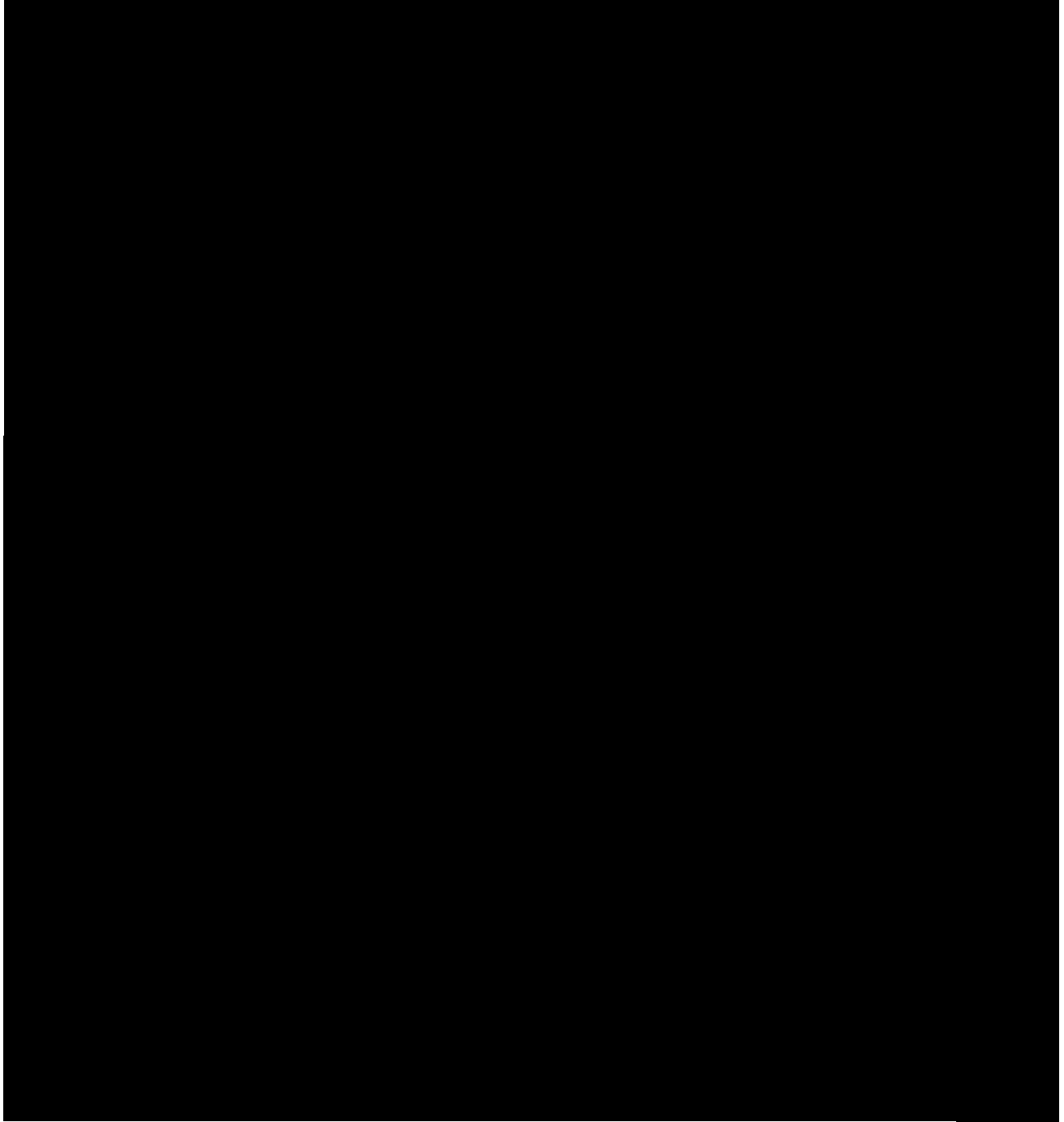


Table 2.1.3.4.2

Complete Item Analysis and Summary: Writ 4-5 B/C S403 Paper



2.1.3.5 *Grades 6–8*

Table 2.1.3.5.1

Complete Item Analysis and Summary: Writ 6-8 A S403 Paper

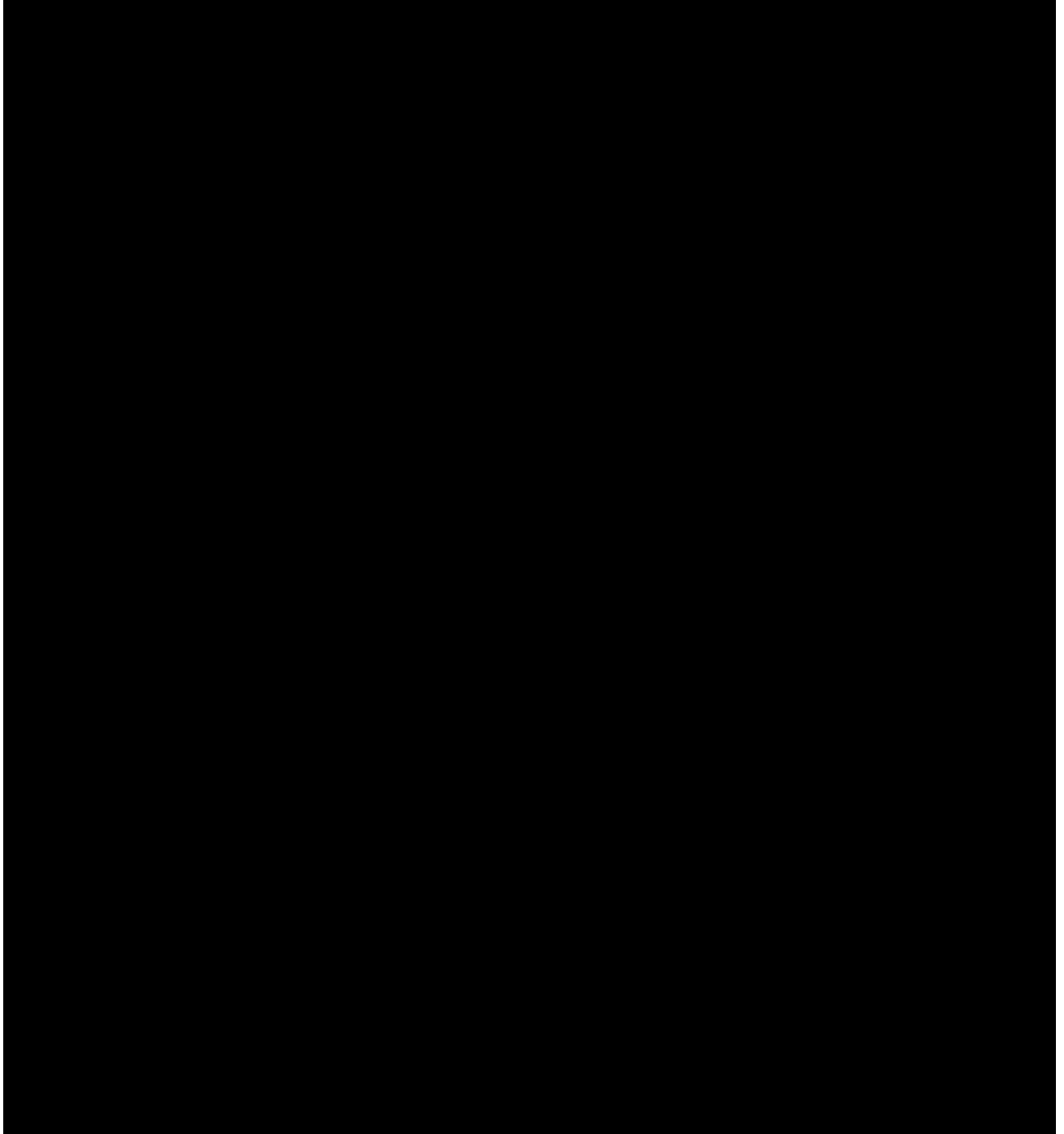
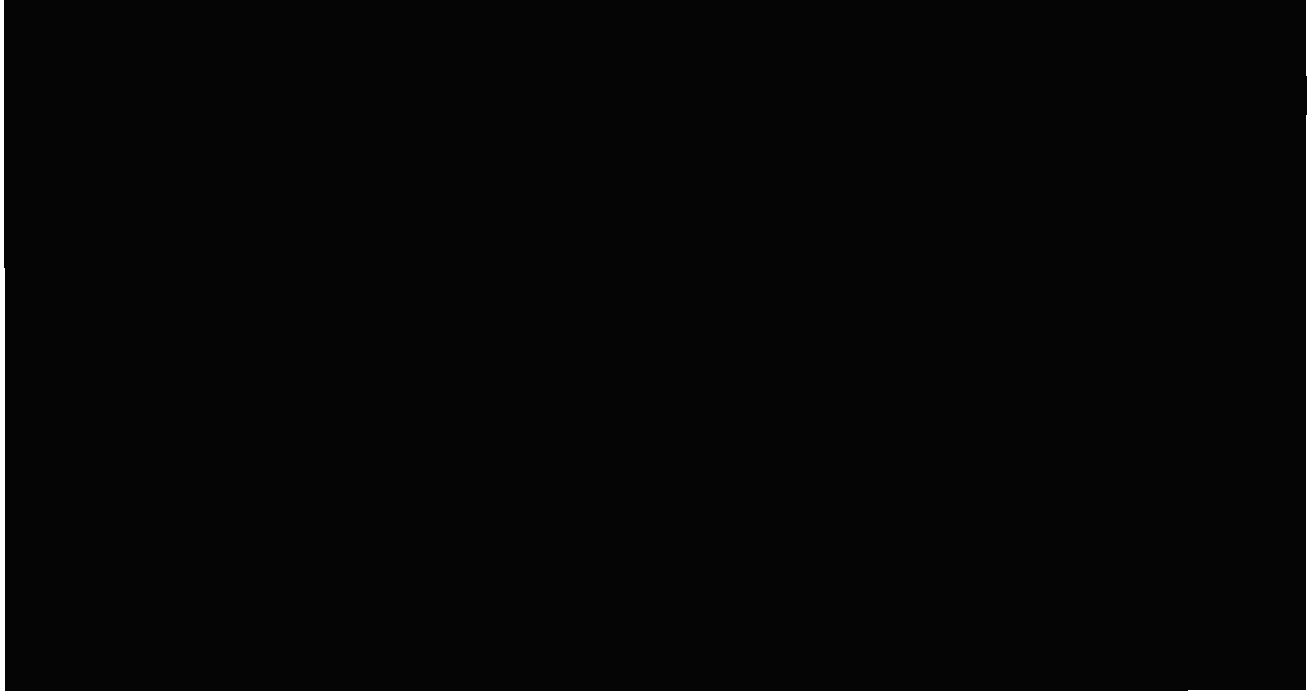


Table 2.1.3.5.2

Complete Item Analysis and Summary: Writ 6-8 B/C S403 Paper



2.1.3.6 *Grades 9–12*

Table 2.1.3.6.1

Complete Item Analysis and Summary: Writ 9-12 A S403 Paper

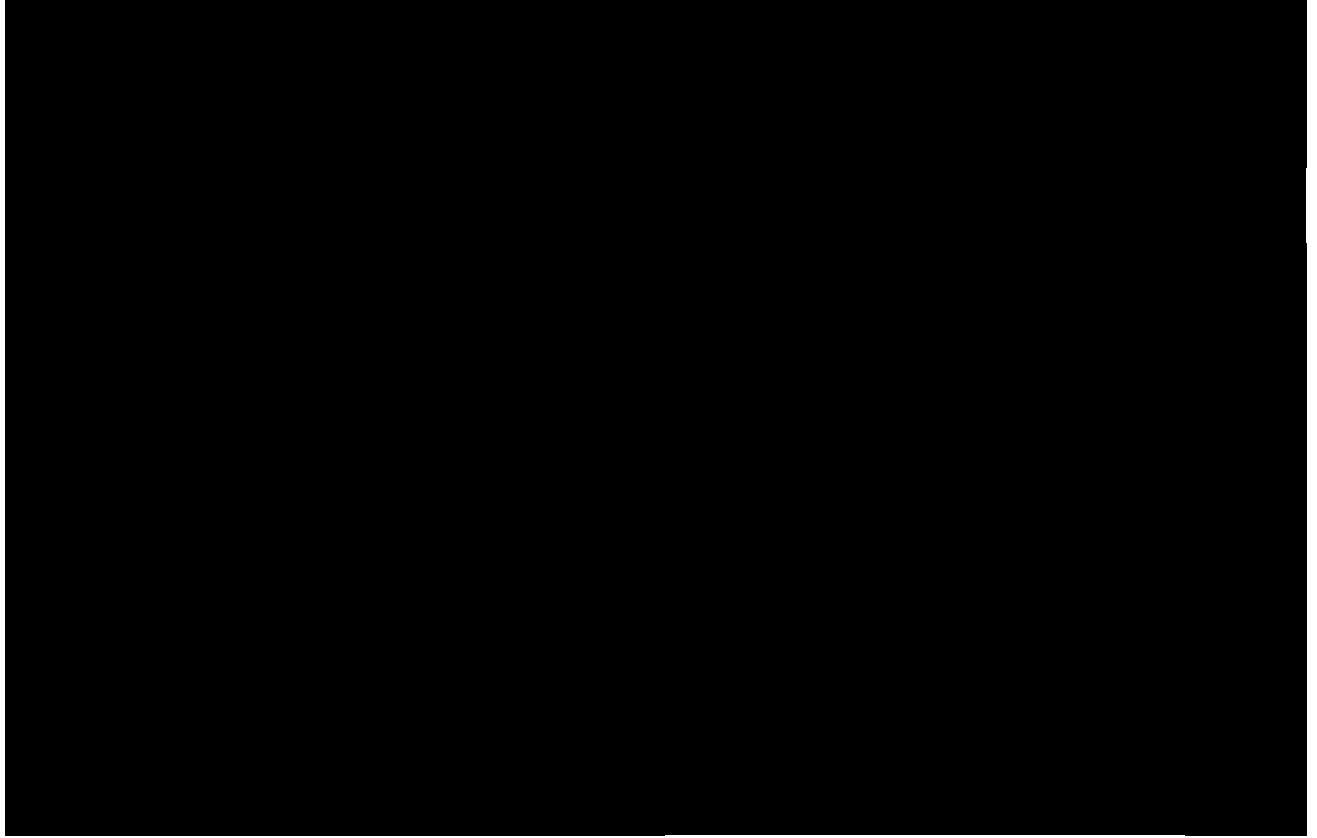
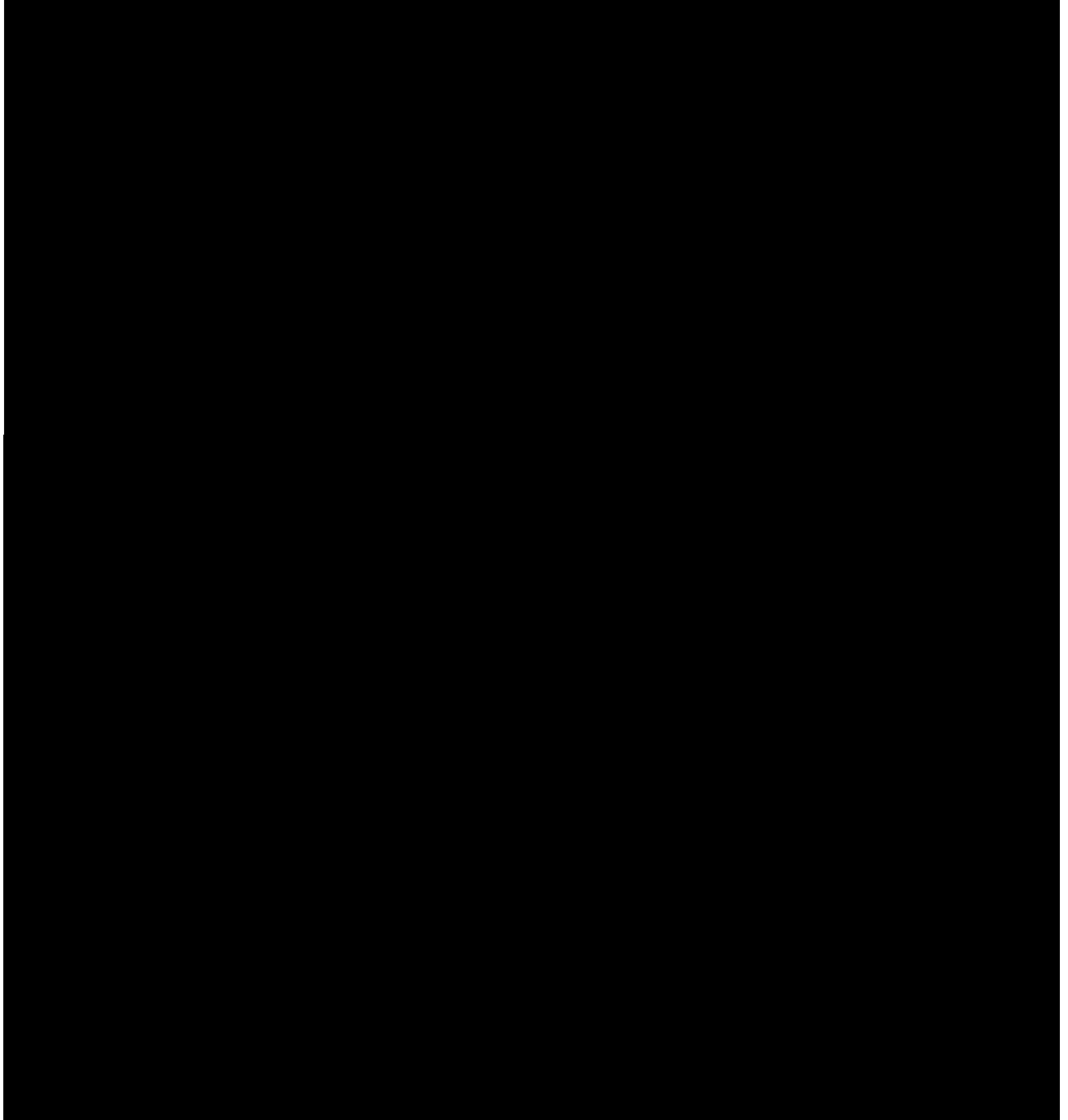


Table 2.1.3.6.2

Complete Item Analysis and Summary: Writ 9-12 B/C S403 Paper

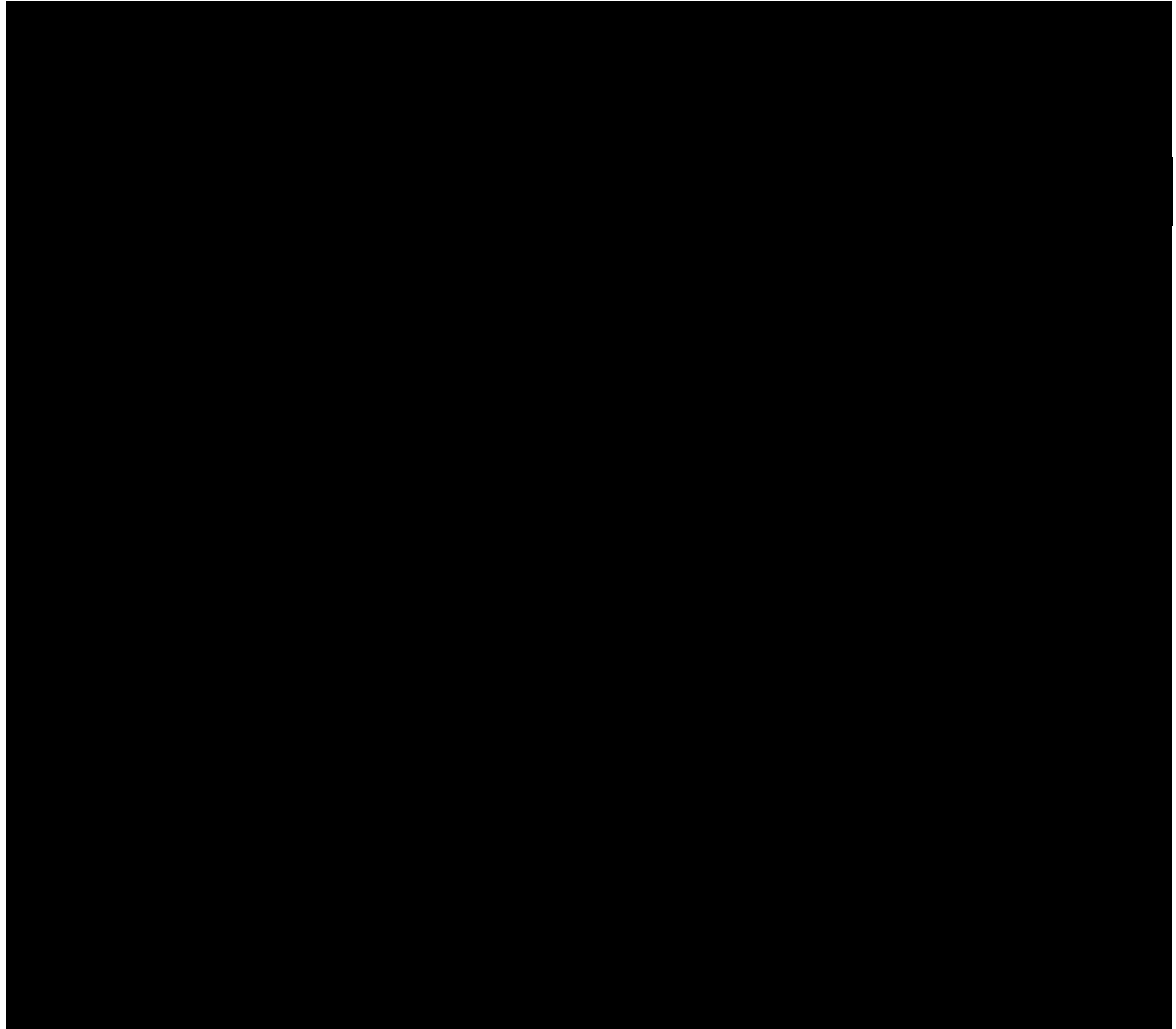


2.1.4 Speaking

2.1.4.0 Kindergarten

Table 2.1.4.0

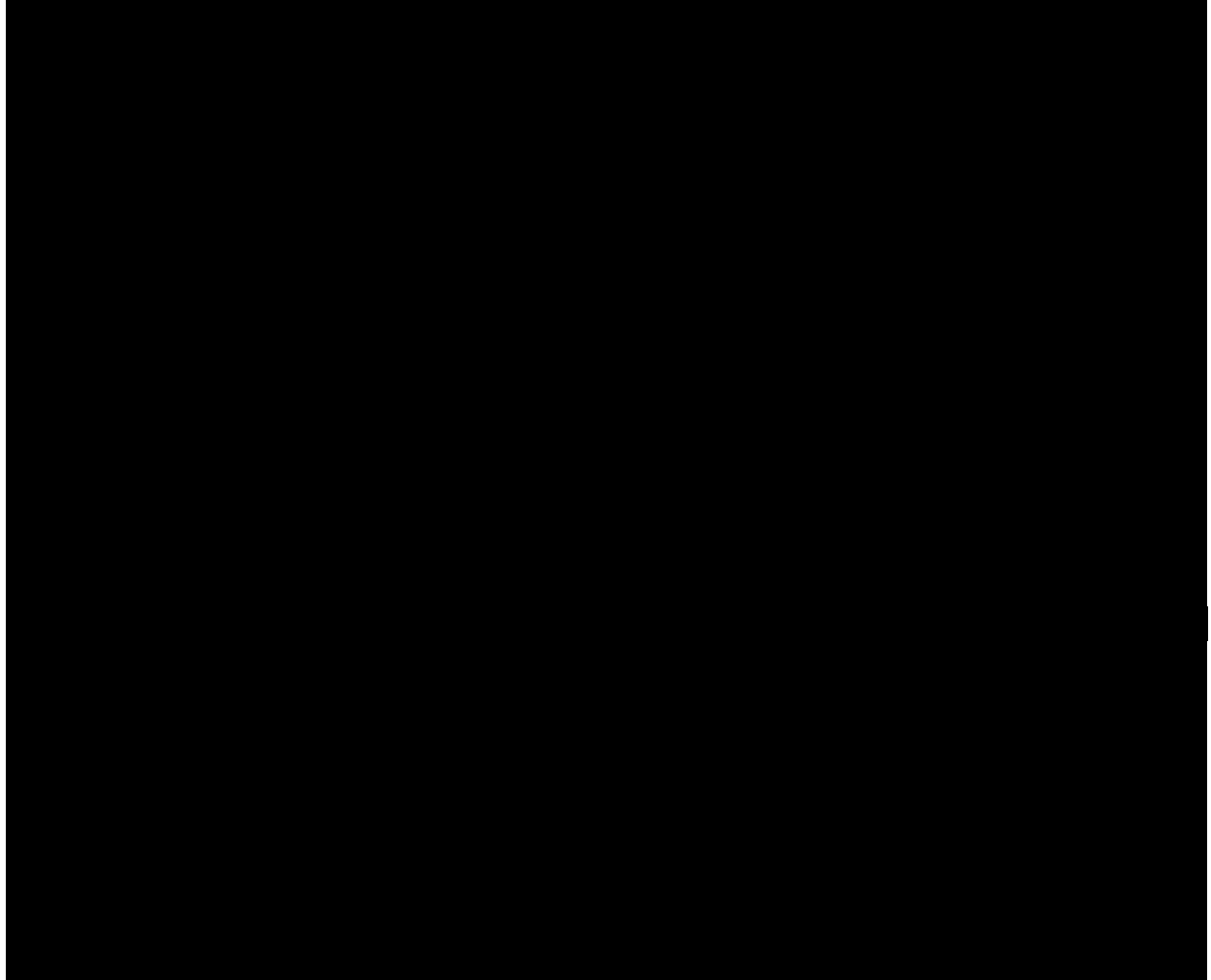
Complete Task Analysis and Summary: Spek K S403 Paper



2.1.4.1 *Grade 1*

Table 2.1.4.1

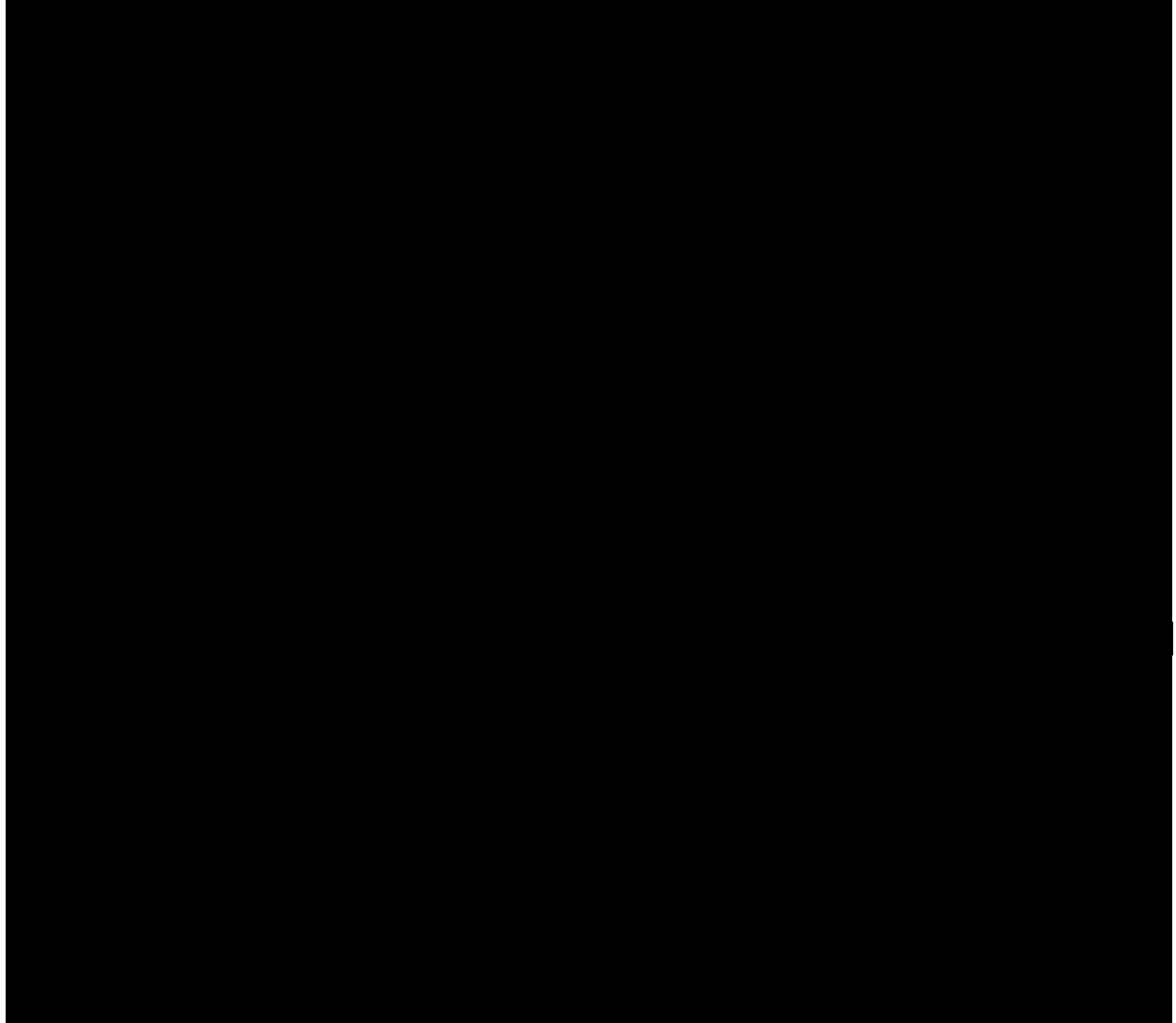
Complete Task Analysis and Summary: Spek 1 S403 Paper



2.1.4.2 *Grade 2*

Table 2.1.4.2

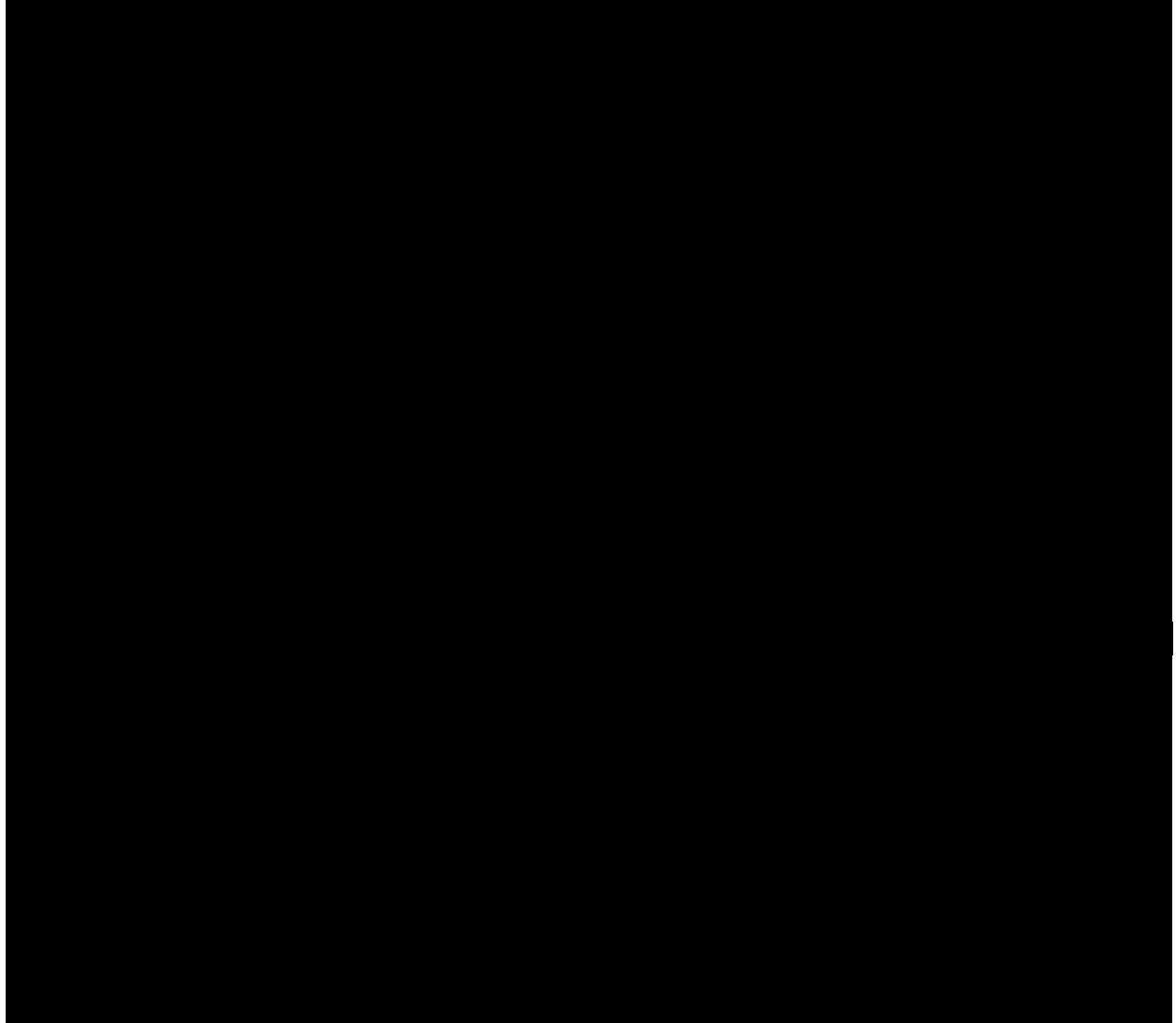
Complete Task Analysis and Summary: Spek 2 S403 Paper



2.1.4.3 *Grade 3*

Table 2.1.4.3

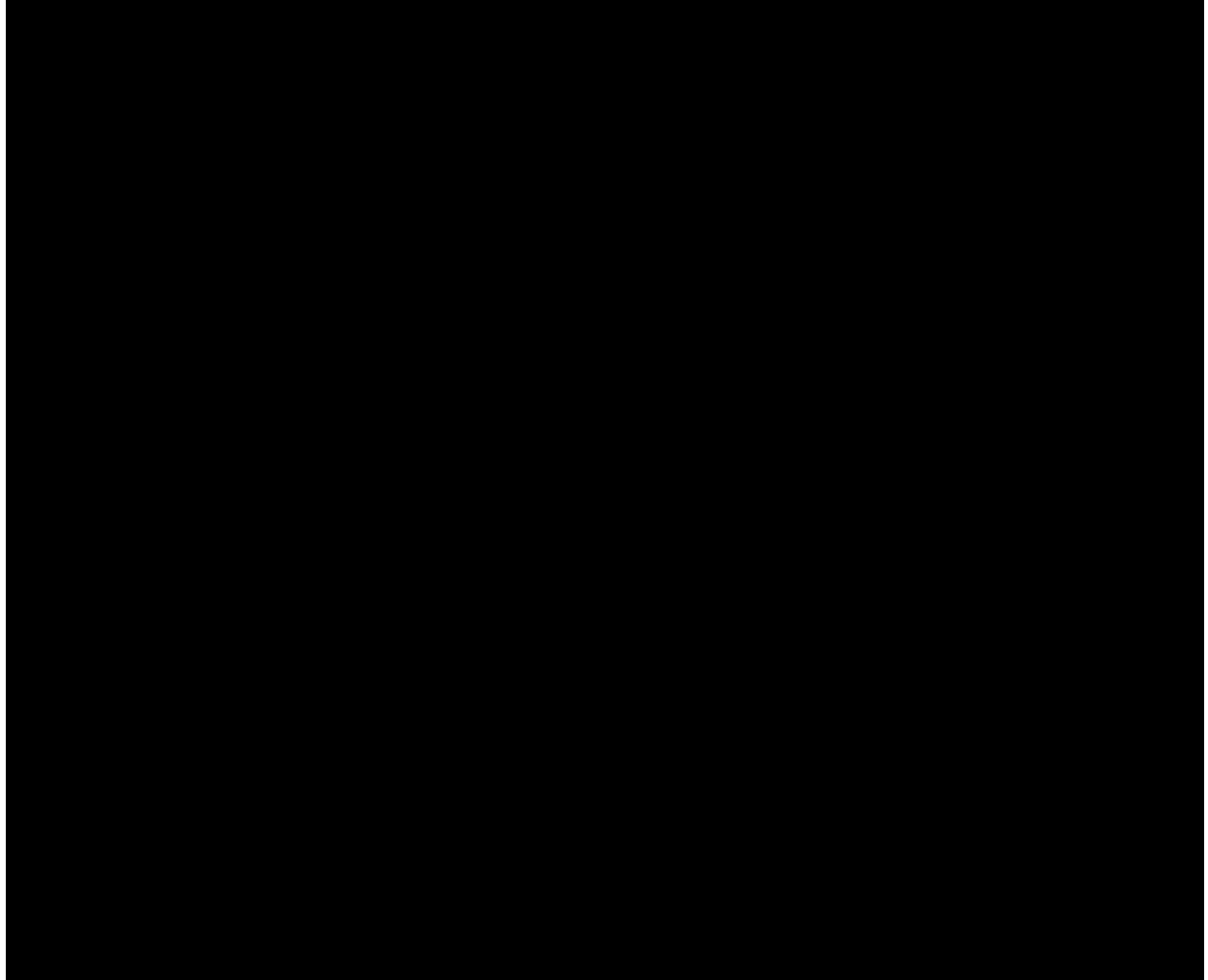
Complete Task Analysis and Summary: Spek 3 S403 Paper



2.1.4.4 *Grades 4–5*

Table 2.1.4.4

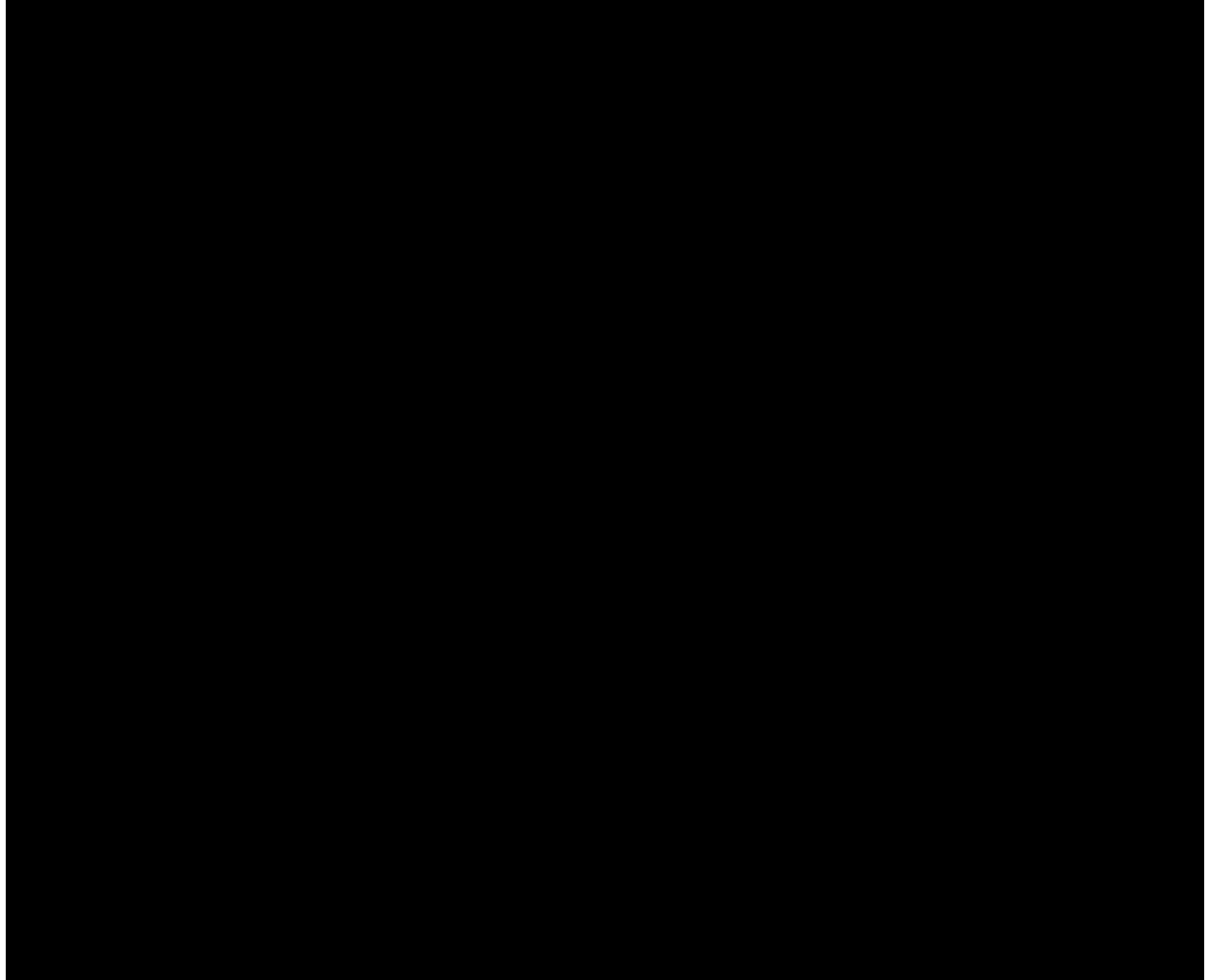
Complete Task Analysis and Summary: Spek 4-5 S403 Paper



2.1.4.5 *Grades 6–8*

Table 2.1.4.5

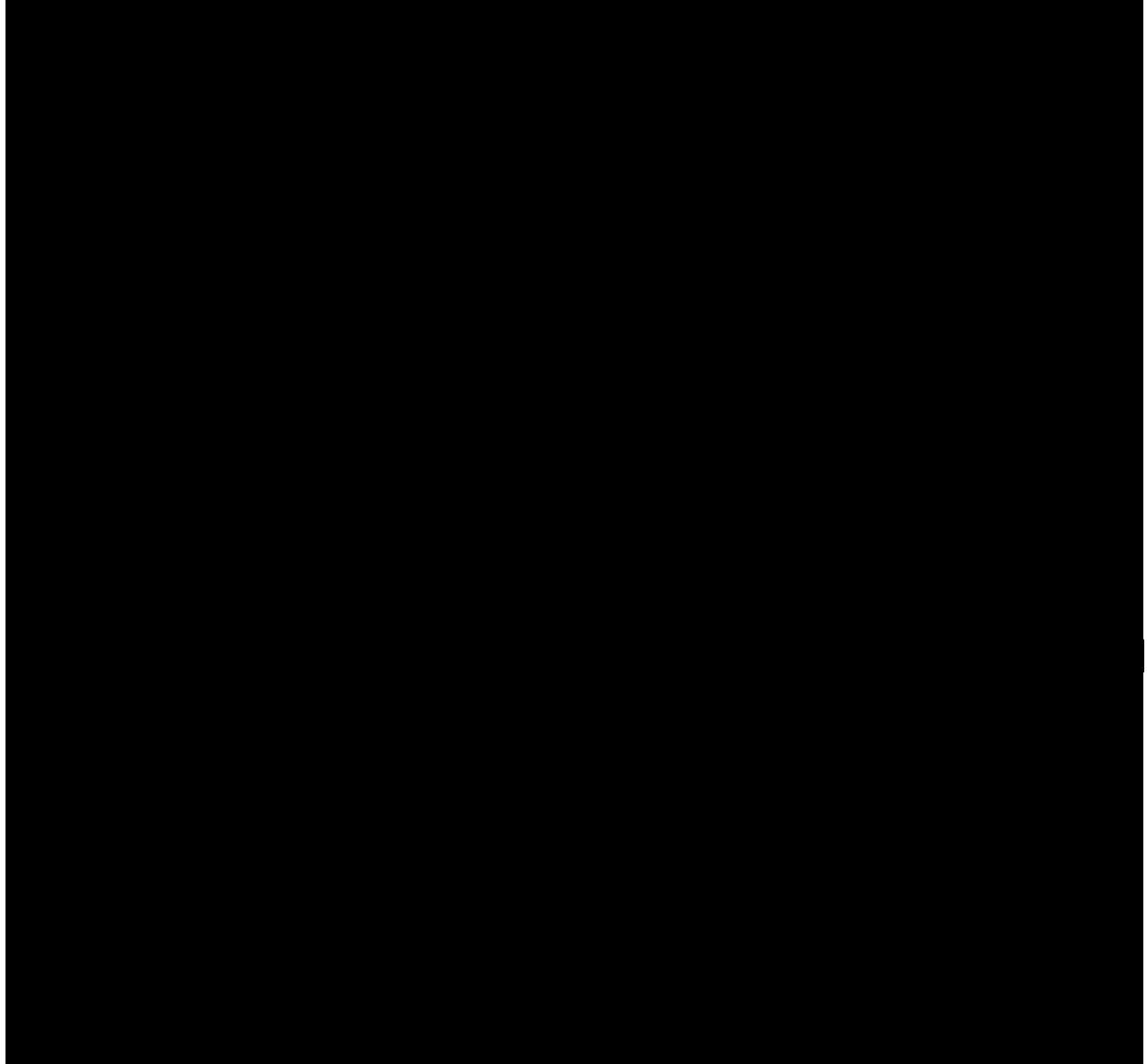
Complete Task Analysis and Summary: Spek 6-8 S403 Paper



2.1.4.6 *Grades 9–12*

Table 2.1.4.6

Complete Task Analysis and Summary: Spek 9-12 S403 Paper



2.2 DIF Analysis and Summary

Differential item function analyses (DIF) attempt to investigate whether performances on items are influenced by factors extraneous to English language proficiency (i.e., the construct being measured on the test). In other words, they attempt to find items that may be functioning differently for different groups based on criteria irrelevant to what is being tested. The performance of students on ACCESS for ELLs Paper items and tasks was compared by dividing students into two different groupings: first, males versus females; second, students of Hispanic ethnic background versus students of all other backgrounds. Students for whom gender or ethnicity¹ was unknown were excluded from both analyses. Two commonly used procedures for detecting DIF were used: one for dichotomously scored items (Listening and Reading) and one for polytomously scored items (Writing and Speaking).

Dichotomous Items

Following procedures that were originally proposed by the Educational Testing Service (ETS), the Mantel-Haenszel (M-H) chi-square statistic (Mantel & Haenszel, 1959) was used for dichotomous items. This procedure compares item-level performances of students in the two groups (e.g., males versus females) who are divided into subgroups based on their performance on the total test. It is assumed that, if there is no DIF, at any ability level (based on performance on the total test), a similar percentage of students in each group should get the item correct. The M-H chi-square statistic is used to check the probability that the two groups performed similarly on each item across the ability groupings. The statistic is transformed into the “M-H delta” scale. This scale is symmetrical around zero, with a delta zero interpreted as indicating that neither group is favored. A positive result indicates that one group is favored; a negative result indicates that the other group is favored.

Because DIF is measured on a continuous scale, and because most items are likely to show some degree of DIF, it is useful to have guidelines to determine when the level of DIF is worrying. We follow the guidance provided by ETS (Zieky, 1993) to classify items into DIF levels as follows:

- A (no DIF), when the absolute value of delta is <1.0
- B (weak DIF), when the absolute value of delta is 1.0 to 1.5
- C (strong DIF), when the absolute value of delta is >1.5

The software program *EZDIF* (Waller, n.d.) was used to run the DIF analyses for all forms containing dichotomous items. For each test form, the greatest number of ability-level groupings is used; however, for many test forms, students scoring some of the lowest and highest raw scores need to be grouped together in order to have enough cases in each cell for the statistic to be appropriately calculated. (Note that this software program uses a two-step purification

¹ In the dataset, Hispanic ethnicity, as well as each of the race categories, is coded as a binary variable (Y/blank). Ethnicity information is counted as “Unknown” in cases where the student is recorded as blank for Hispanic ethnicity and also blank for every race category.

process; that is, items with C-level DIF in the first pass are removed from the matching variable in the second stage, and the DIF is then recalculated for the remaining items.)

Polytomous Items

For polytomous items (i.e., Writing and Speaking tasks), a similar approach is used. It is based on the M-H chi-square statistic and the standardized mean difference following procedures again developed by ETS (Zwick, Donoghue, & Grima, 1993; Allen, Carlson, & Zalanak, 1999). The DIF procedures developed by ETS for polytomous items were used to identify tasks that exhibit DIF. JMetrik (Meyer, 2018), an open source computer program for psychometric analysis, was used in conducting the analyses. The procedures implemented in JMetrik first calculate the Cochran-Mantel-Haenszel chi-square statistic for testing statistical significance. This statistic gives an indication of the probability that observed differences are the result of chance but does not indicate how significant that difference is. To indicate how significant the difference is, the standardized mean difference between the performances of the two groups being compared is calculated. The standardized mean difference compares the means of the two groups, adjusting for differences in the distribution of the two groups being compared across the values of the total raw scores. To standardize the outcome, this difference is divided by the item score range and serves as an effect size measure for the Cochran-Mantel-Haenszel chi-square statistic. This effect size measure (reported as standardized P-DIF in JMetrik) ranges from -1 to 1, which may present some challenges when interpreting it. To mitigate this, the absolute value is taken in JMetrik (Meyer, 2018), thereby restricting the range of the rescaled effect size (standardized P-DIF*) to fall between 0 and 1. The effect size flagging criterion for polytomous items, proposed by ETS (Allen et al., 1999), is also rescaled to the standardized P-DIF* metric (Meyer, 2018).

Following guidance proposed by ETS for the National Assessment of Educational Progress (Allen et al., 1999), ACCESS for ELLs Writing and Speaking tasks are classified into three DIF levels as follows:

- AA (no DIF), when the Cochran-Mantel-Haenszel chi-square statistic is not significant or when it is significant and standardized P-DIF* is <0.05
- BB (weak DIF), when the Cochran-Mantel-Haenszel chi-square statistic is significant and standardized P-DIF* is ≥ 0.05 but <0.10
- CC (strong DIF), when the Cochran-Mantel-Haenszel chi-square statistic is significant and standardized P-DIF* is ≥ 0.10

The tables in this section provide a summary of the findings of the DIF analyses at the top, followed by information for any item or task which showed B, BB, C, or CC-level DIF. The first column gives the DIF level: A, B, or C for dichotomous items or AA, BB, or CC for polytomous tasks (i.e., Writing and Speaking tasks). The next columns show the contrasting groups in the DIF analyses: either male versus female or Hispanic versus non-Hispanic other ethnicities. The top part of the table summarizes the number of items which exhibit DIF falling into each of the three categories (A, B, or C for Listening and Reading, and AA, BB, or CC for Writing and

Speaking). Any items that show B (or BB) or C (or CC)–level DIF are reported in the bottom part of the table.

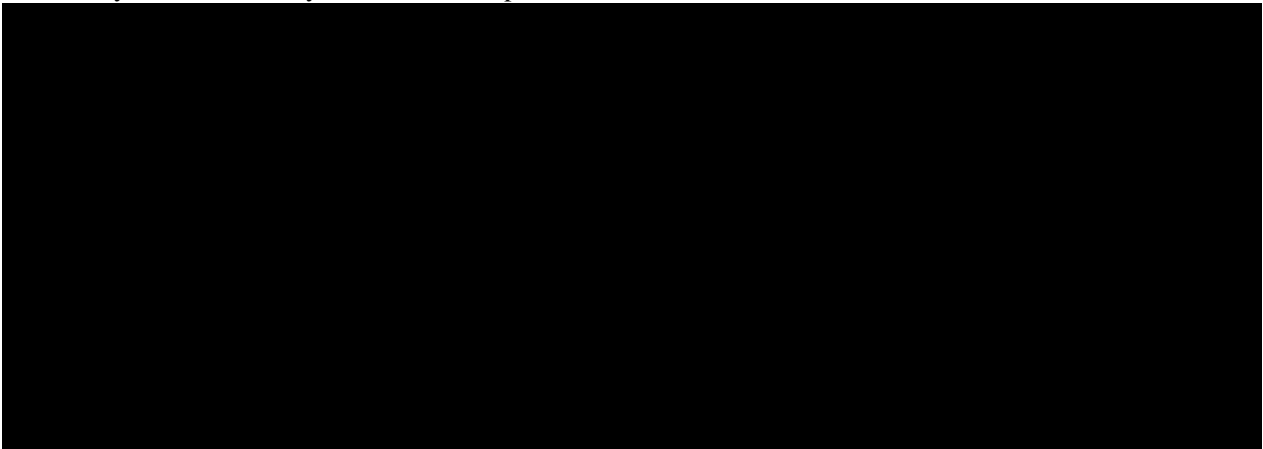
Paper ACCESS is administered as two rotating static forms. All items were screened for C-level DIF at the time the static Paper forms were selected; therefore, we do not conduct an annual review of items that might display C- or CC-level DIF. Any C- or CC-level DIF findings will be taken into account for any future Paper ACCESS test refreshment.

2.2.1 Listening

2.2.1.0 Kindergarten

Table 2.2.1.0

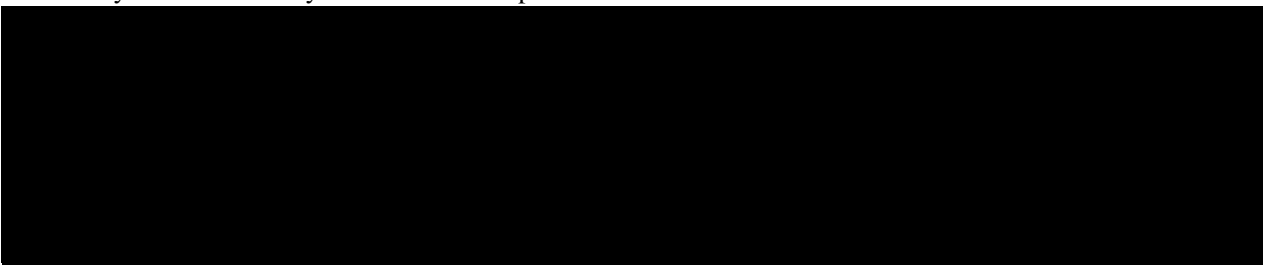
DIF Analysis and Summary: List K S403 Paper

A large black rectangular box redacting the content of Table 2.2.1.0.

2.2.1.1 Grade 1

Table 2.2.1.1.1

DIF Analysis and Summary: List 1A S403 Paper

A large black rectangular box redacting the content of Table 2.2.1.1.1.

Note: The test form is shared between 1A and 2A.

Table 2.2.1.1.2

DIF Analysis and Summary: List 1B/C S403 Paper

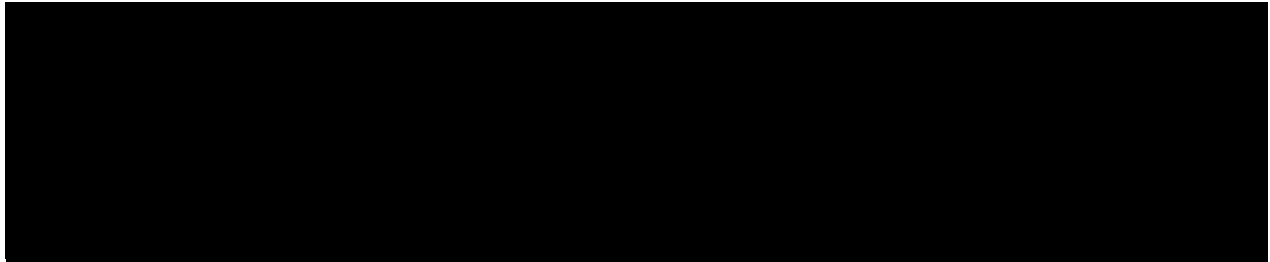
A large black rectangular box redacting the content of the table.

Note: The test form is shared between 1B/C and 2B/C.

2.2.1.2 Grade 2

Table 2.2.1.2.1

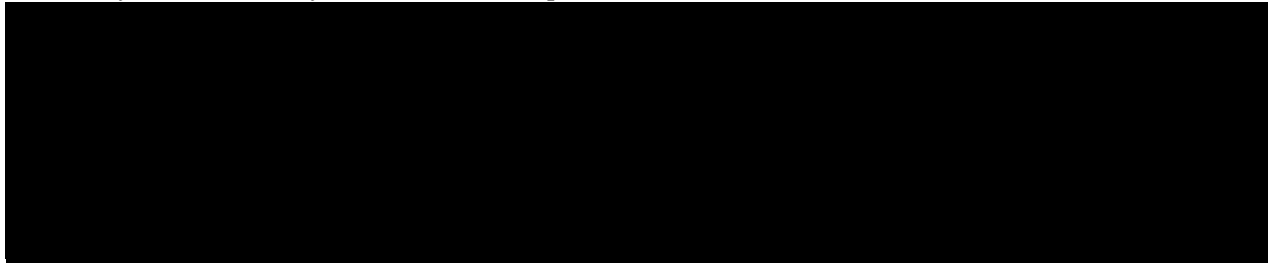
DIF Analysis and Summary: List 2A S403 Paper

A large black rectangular box redacting the content of the table.

Note: The test form is shared between 1A and 2A.

Table 2.2.1.2.2

DIF Analysis and Summary: List 2B/C S403 Paper

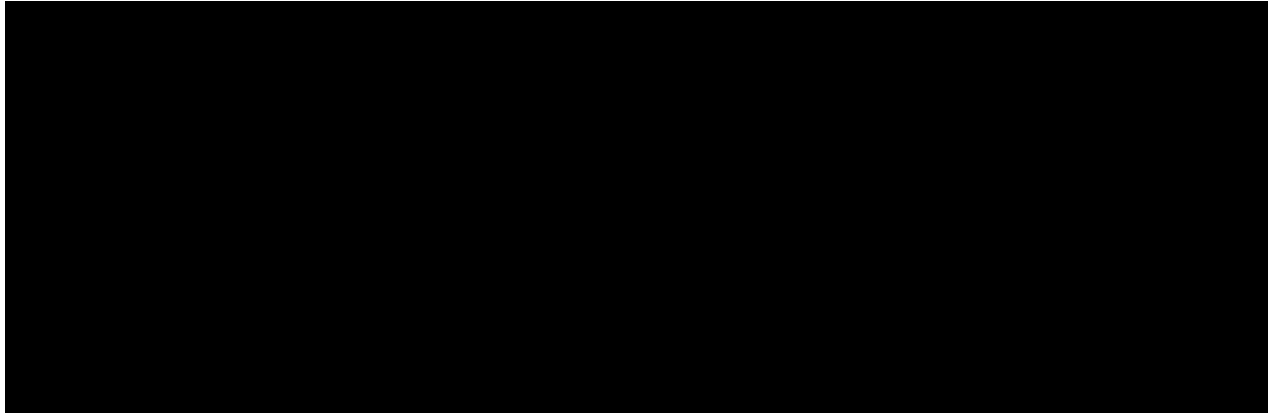
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Note: The test form is shared between 1B/C and 2B/C.

2.2.1.3 *Grade 3*

Table 2.2.1.3.1

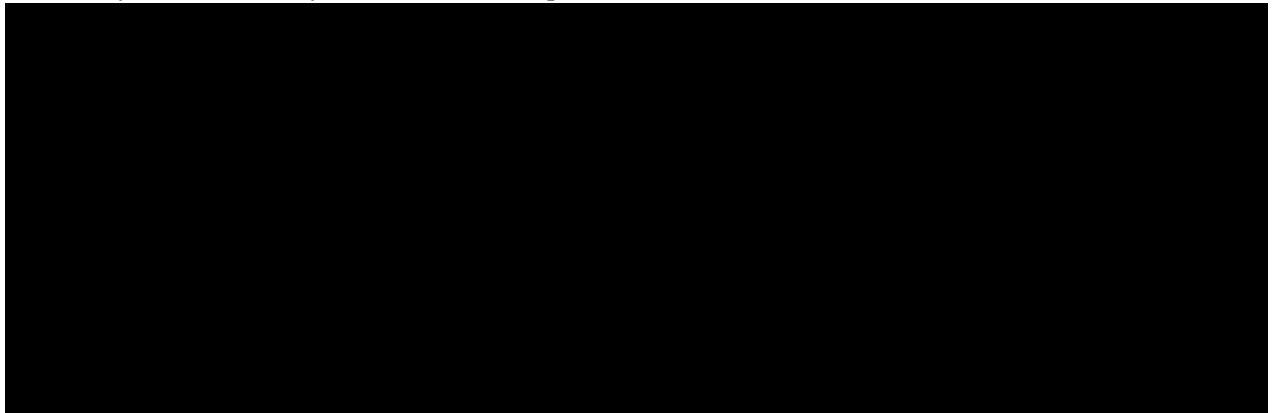
DIF Analysis and Summary: List 3A S403 Paper

A large black rectangular box redacting the content of Table 2.2.1.3.1.

Note: The test form is shared between 3A and 4-5A.

Table 2.2.1.3.2

DIF Analysis and Summary: List 3B/C S403 Paper

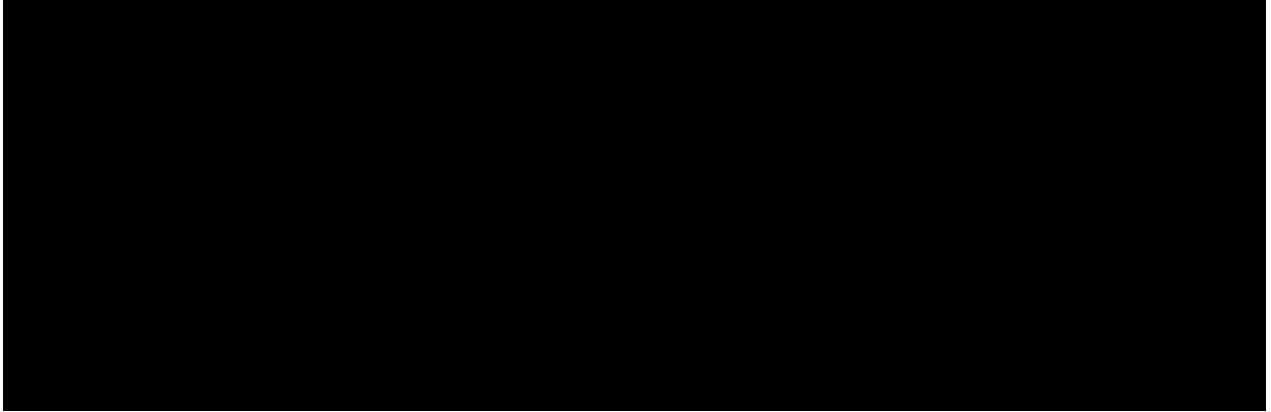
A large black rectangular box redacting the content of Table 2.2.1.3.2.

Note: The test form is shared between 3B/C and 4-5B/C.

2.2.1.4 *Grades 4–5*

Table 2.2.1.4.1

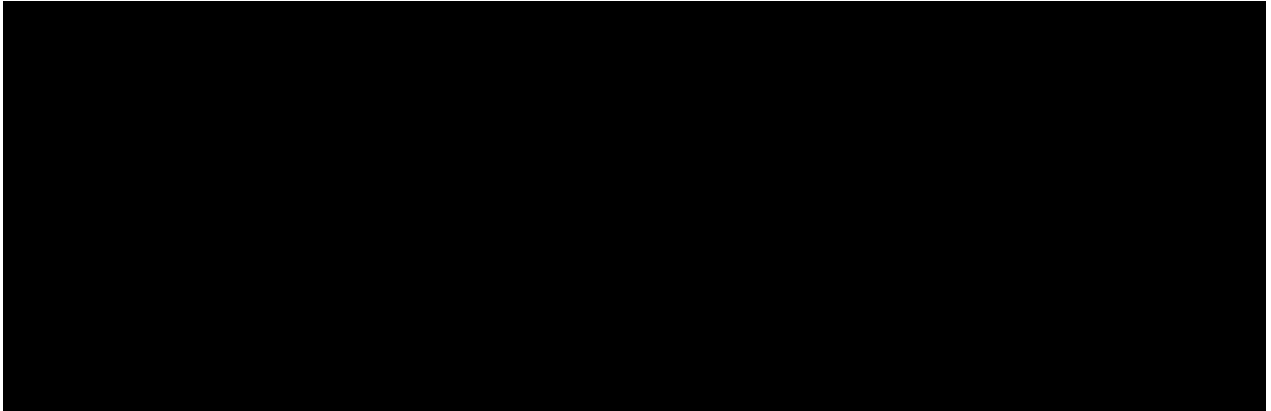
DIF Analysis and Summary: List 4-5A S403 Paper

A large black rectangular box redacting the content of Table 2.2.1.4.1.

Note: The test form is shared between 3A and 4-5A.

Table 2.2.1.4.2

DIF Analysis and Summary: List 4-5B/C S403 Paper

A large black rectangular box redacting the content of Table 2.2.1.4.2.

Note: The test form is shared between 3B/C and 4-5B/C.

2.2.1.5 *Grades 6–8*

Table 2.2.1.5.1

DIF Analysis and Summary: List 6-8A S403 Paper

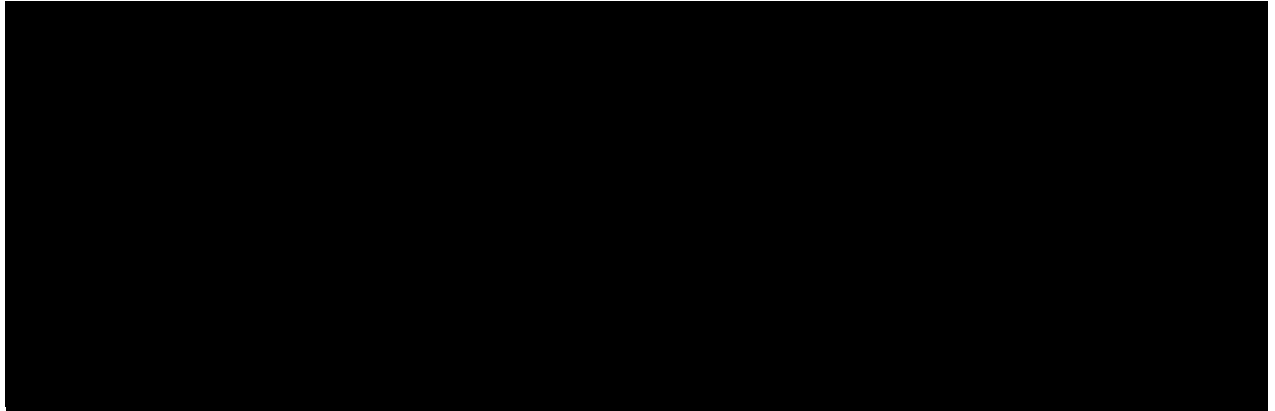
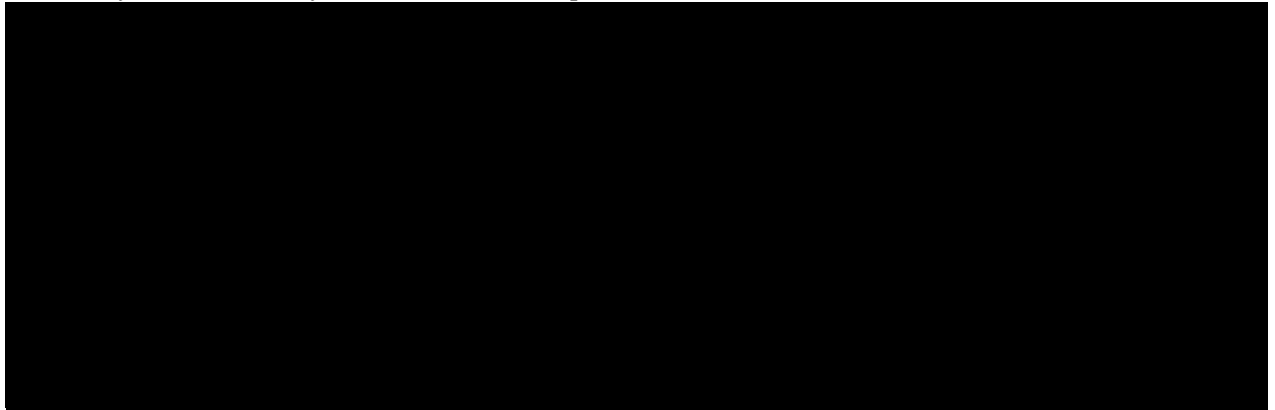
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Table 2.2.1.5.2

DIF Analysis and Summary: List 6-8B/C S403 Paper

A large black rectangular box redacting the content of Table 2.2.1.5.2.

2.2.1.6 *Grades 9–12*

Table 2.2.1.6.1

DIF Analysis and Summary: List 9-12A S403 Paper

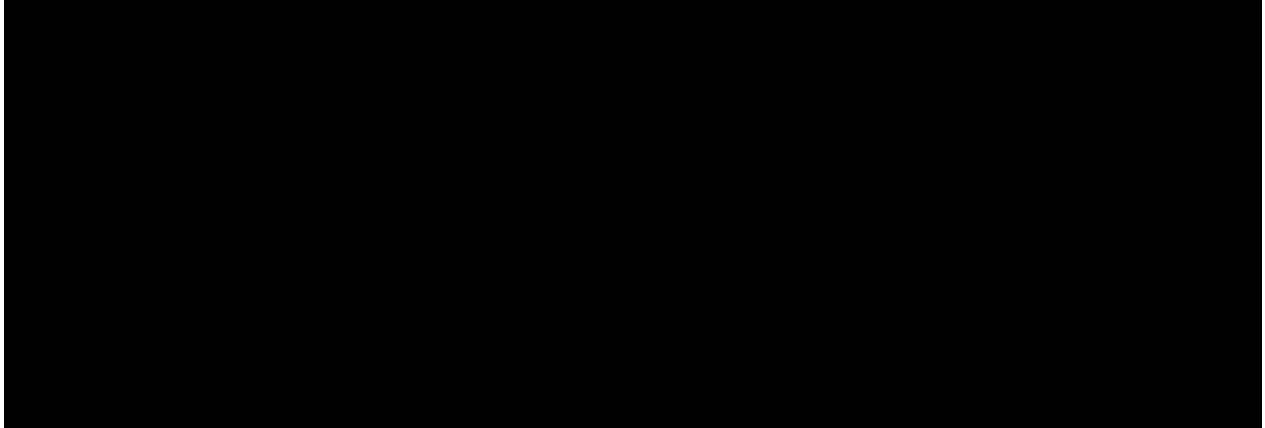
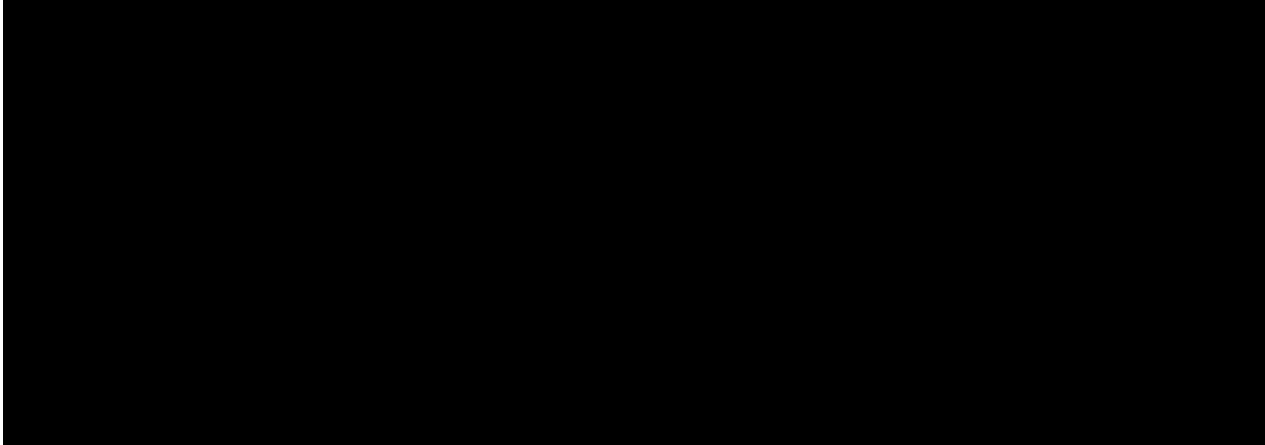
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Table 2.2.1.6.2

DIF Analysis and Summary: List 9-12B/C S403 Paper

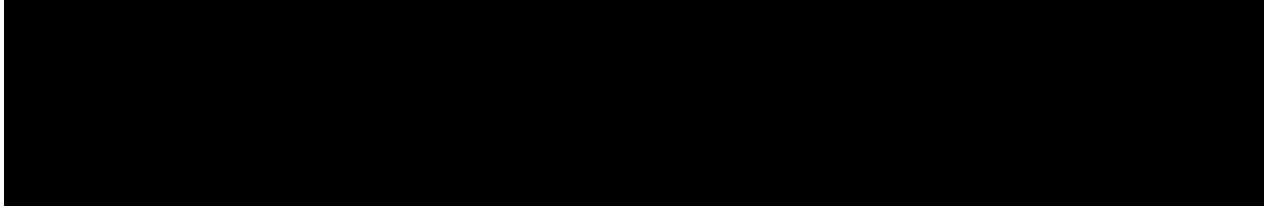
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2.2.2 Reading

2.2.2.0 Kindergarten

Table 2.2.2.0

DIF Analysis and Summary: Read K S403 Paper

A large black rectangular box redacting the content of Table 2.2.2.0.

2.2.2.1 Grade 1

Table 2.2.2.1.1

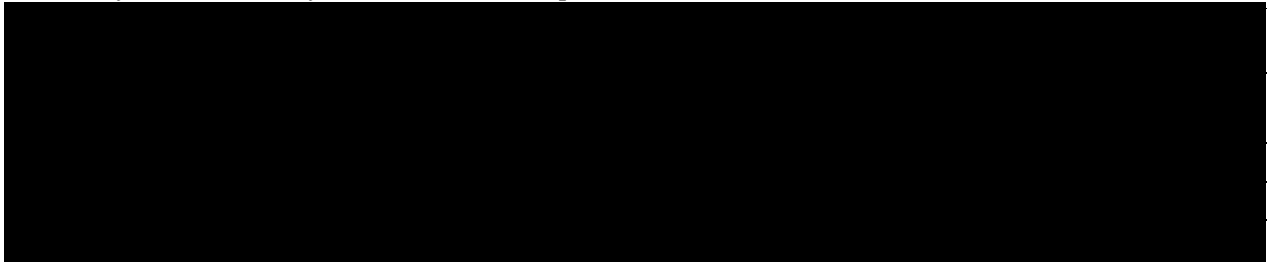
DIF Analysis and Summary: Read 1A S403 Paper

A large black rectangular box redacting the content of Table 2.2.2.1.1.

Note: The test form is shared between 1A and 2A.

Table 2.2.2.1.2

DIF Analysis and Summary: Read 1B/C S403 Paper

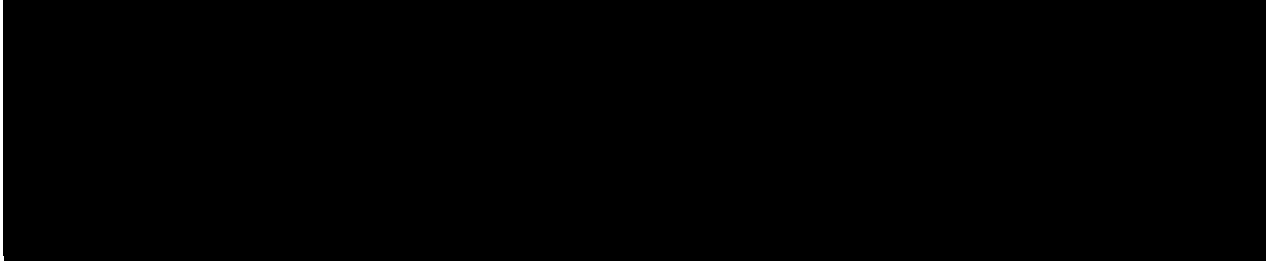
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Note: The test form is shared between 1B/C and 2B/C.

2.2.2.2 *Grade 2*

Table 2.2.2.2.1

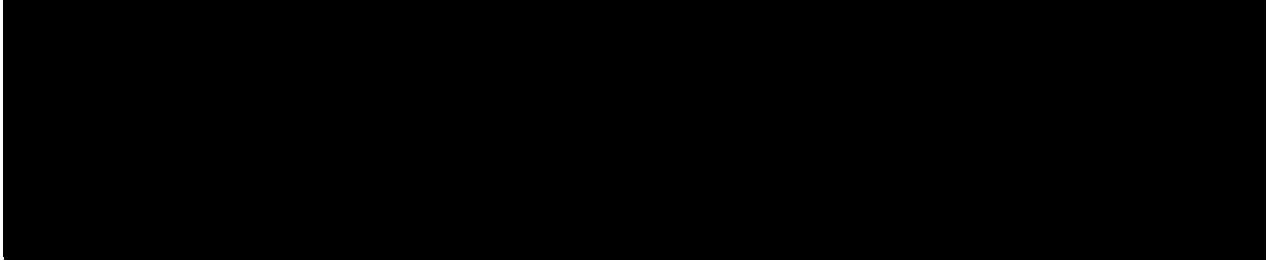
DIF Analysis and Summary: Read 2A S403 Paper

A large black rectangular box redacting the content of Table 2.2.2.2.1.

Note: The test form is shared between 1A and 2A.

Table 2.2.2.2.2

DIF Analysis and Summary: Read 2B/C S403 Paper

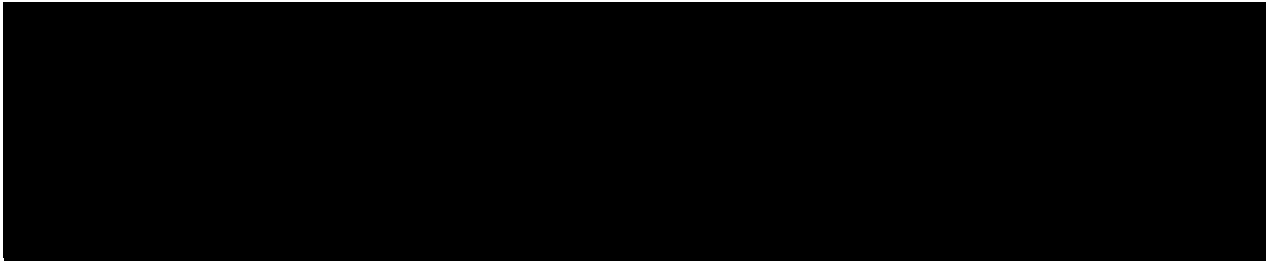
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Note: The test form is shared between 1B/C and 2B/C.

2.2.2.3 *Grade 3*

Table 2.2.2.3.1

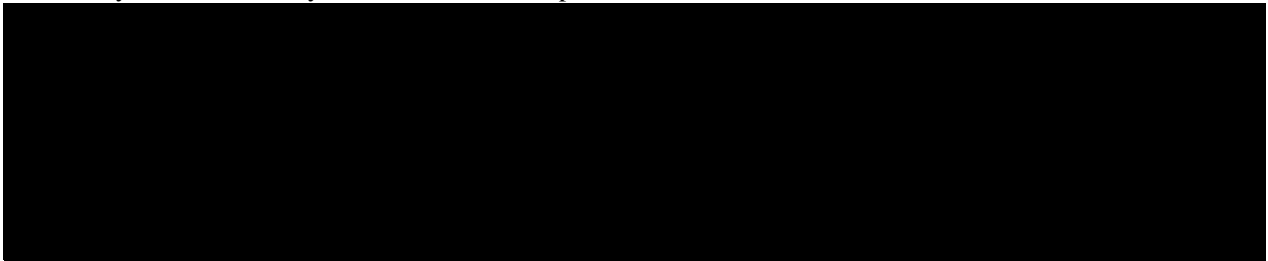
DIF Analysis and Summary: Read 3A S403 Paper

A large black rectangular box redacting the content of Table 2.2.2.3.1.

Note: The test form is shared between 3A and 4-5A.

Table 2.2.2.3.2

DIF Analysis and Summary: Read 3B/C S403 Paper

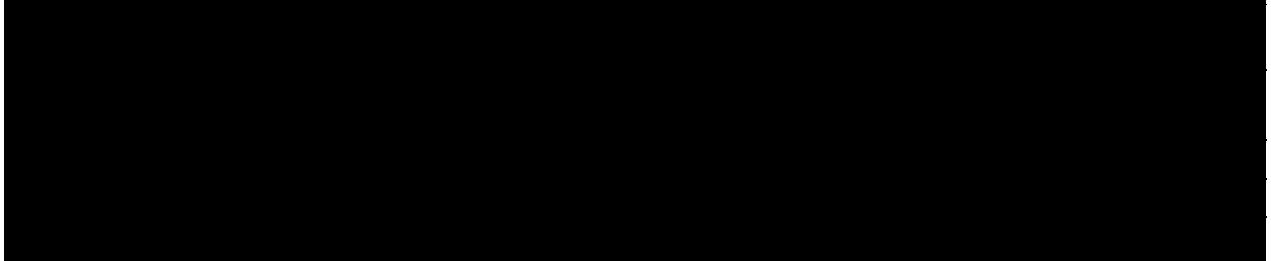
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Note: The test form is shared between 3B/C and 4-5B/C.

2.2.2.4 *Grades 4–5*

Table 2.2.2.4.1

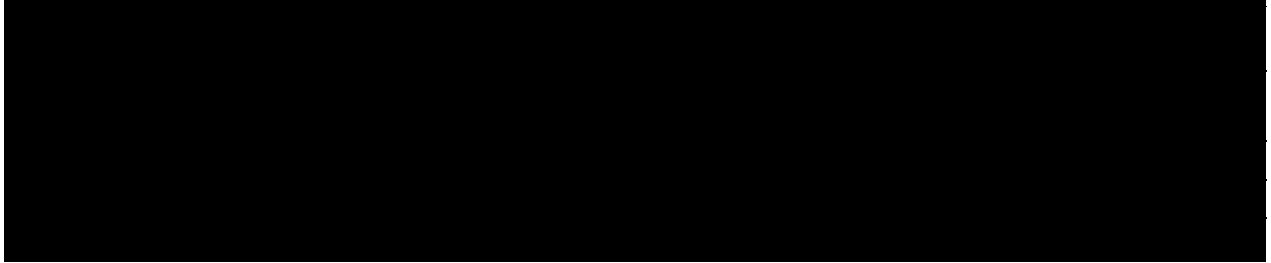
DIF Analysis and Summary: Read 4-5A S403 Paper

A large black rectangular box redacting the content of Table 2.2.2.4.1.

Note: The test form is shared between 3A and 4-5A.

Table 2.2.2.4.2

DIF Analysis and Summary: Read 4-5B/C S403 Paper

A large black rectangular box redacting the content of Table 2.2.2.4.2.

Note: The test form is shared between 3B/C and 4-5B/C.

2.2.2.5 *Grades 6–8*

Table 2.2.2.5.1

DIF Analysis and Summary: Read 6-8A S403 Paper

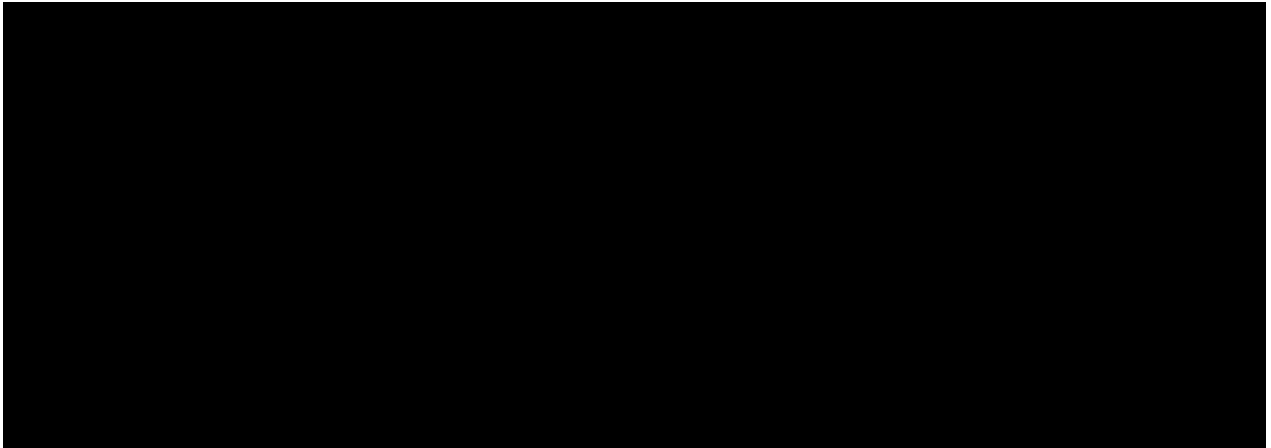
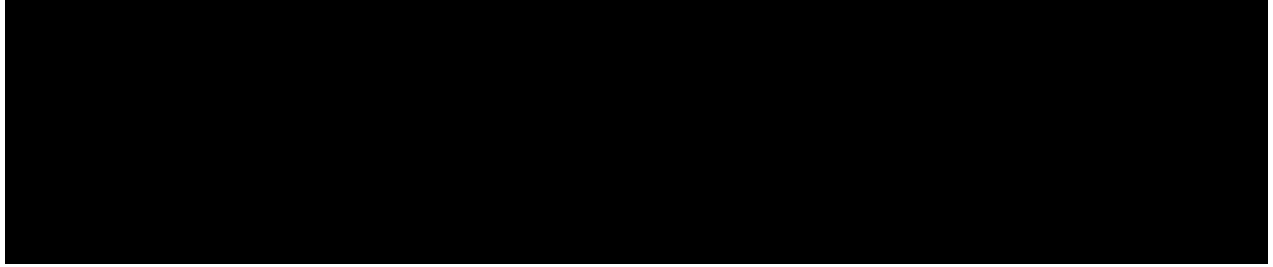
A large black rectangular box redacting the content of Table 2.2.2.5.1.

Table 2.2.2.5.2

DIF Analysis and Summary: Read 6-8B/C S403 Paper

A large black rectangular box redacting the content of Table 2.2.2.5.2.

2.2.2.6 Grades 9–12

Table 2.2.2.6.1

DIF Analysis and Summary: Read 9-12A S403 Paper

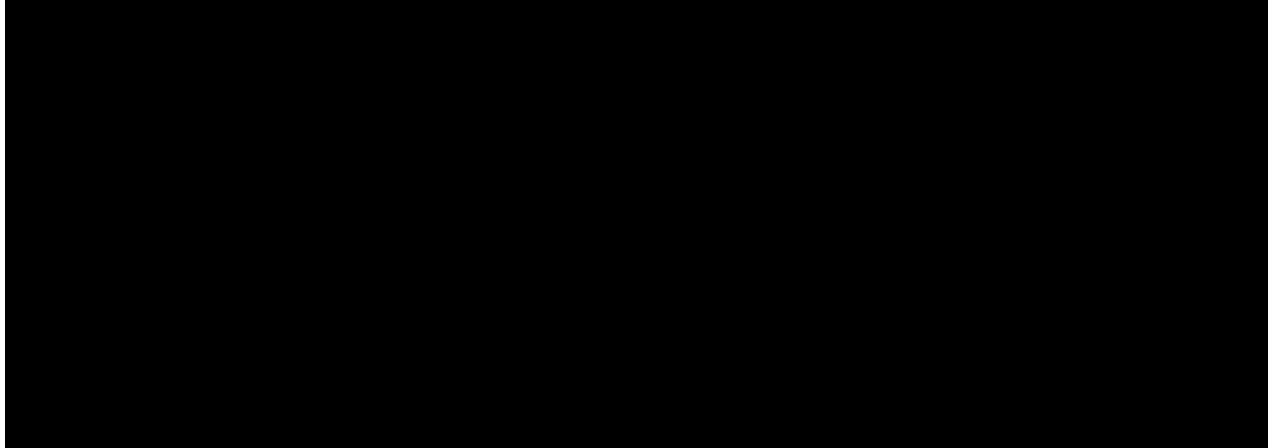
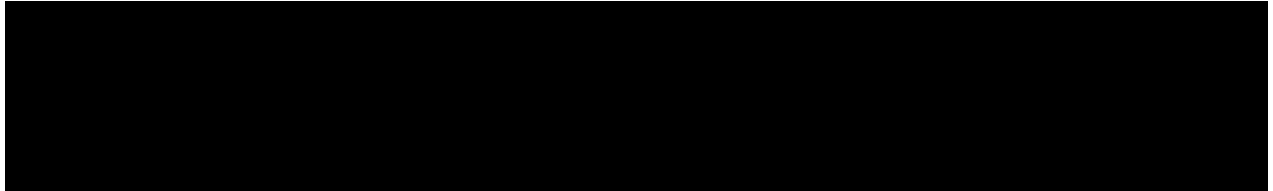
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Table 2.2.2.6.2

DIF Analysis and Summary: Read 9-12B/C S403 Paper

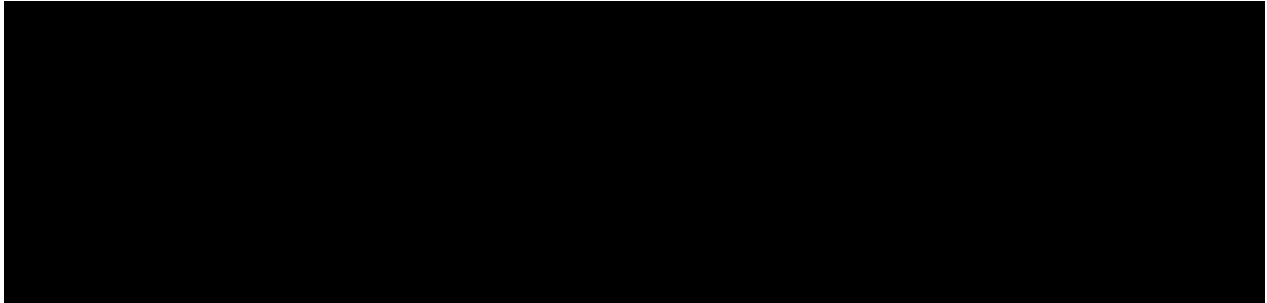
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2.2.3 Writing

2.2.3.0 Kindergarten

Table 2.2.3.0

DIF Analysis and Summary: Writ K S403 Paper

A large black rectangular box redacting the content of Table 2.2.3.0.

2.2.3.1 Grade 1

Table 2.2.3.1.1

DIF Analysis and Summary: Writ 1A S403 Paper

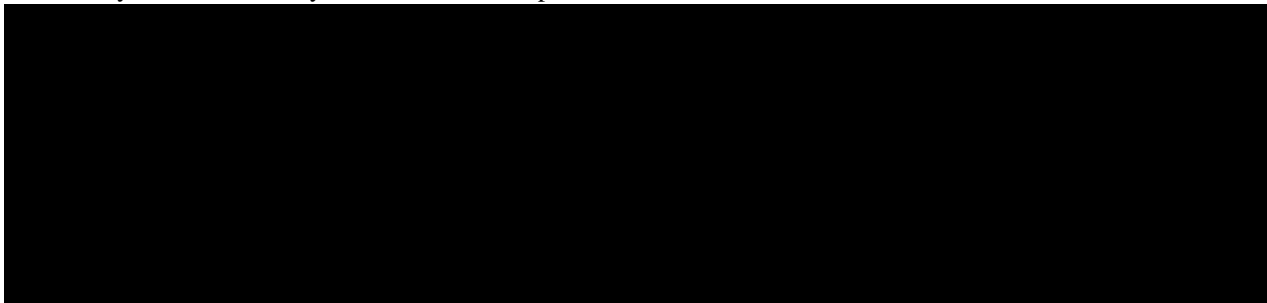
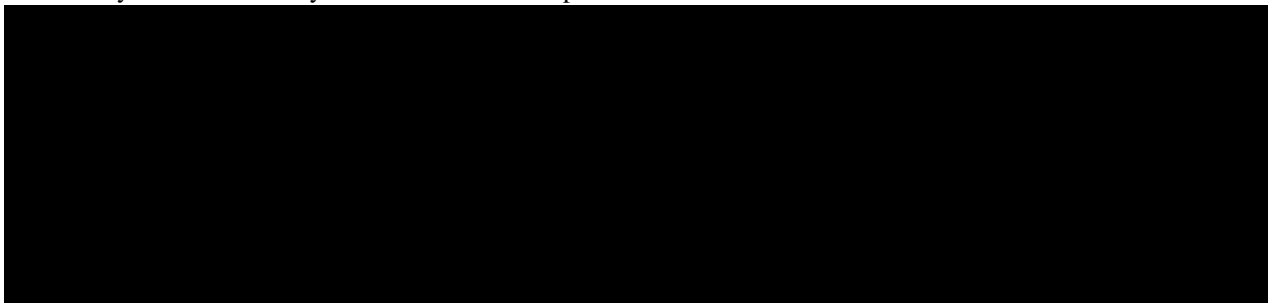
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Table 2.2.3.1.2

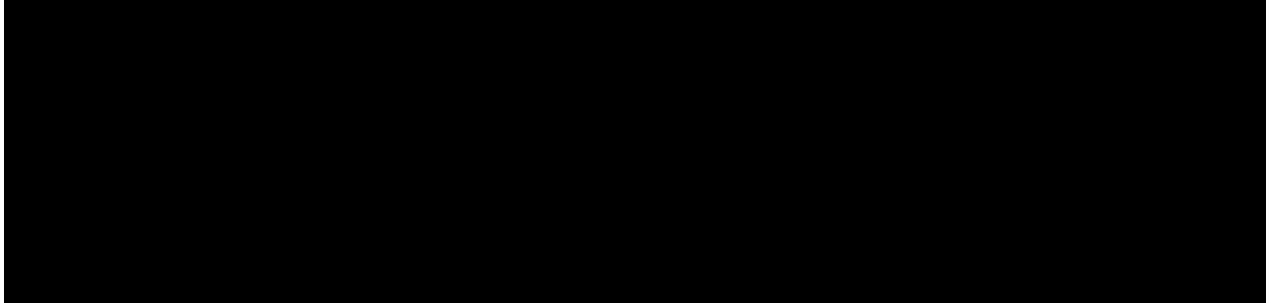
DIF Analysis and Summary: Writ 1B/C S403 Paper

A large black rectangular box redacting the content of Table 2.2.3.1.2.

2.2.3.2 *Grade 2*

Table 2.2.3.2.1

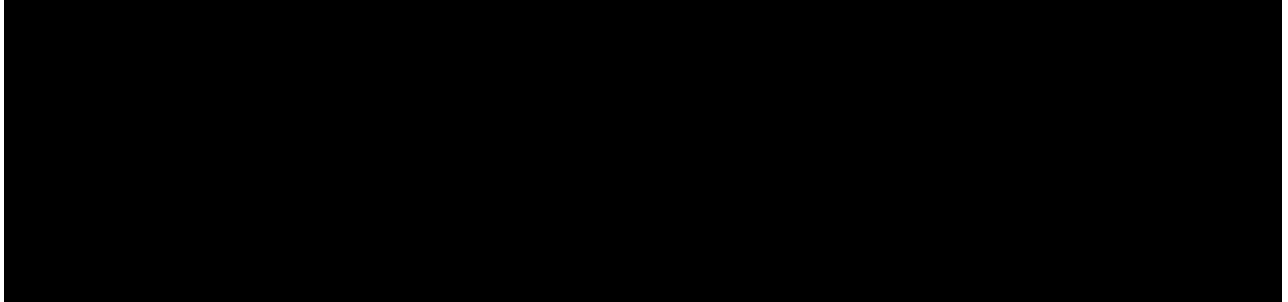
DIF Analysis and Summary: Writ 2A S403 Paper

A large black rectangular box redacting the content of Table 2.2.3.2.1.

Note: The test form is shared between 2A and 3A.

Table 2.2.3.2.2

DIF Analysis and Summary: Writ 2B/C S403 Paper

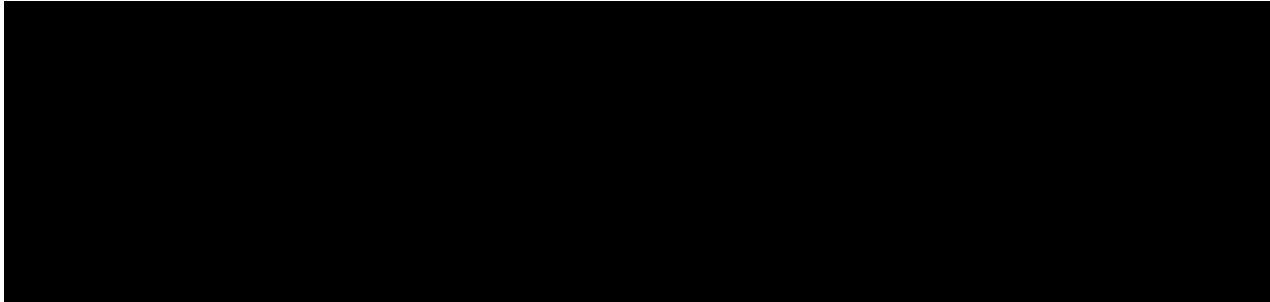
A large black rectangular box redacting the content of Table 2.2.3.2.2.

Note: The test form is shared between 2BC and 3BC.

2.2.3.3 *Grade 3*

Table 2.2.3.3.1

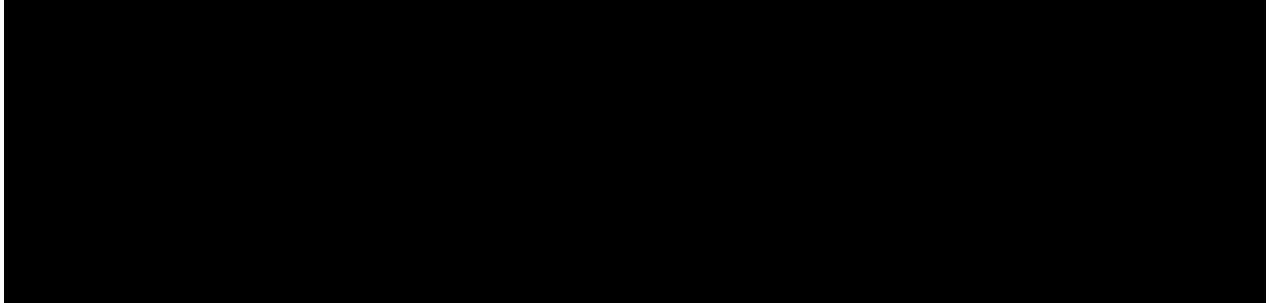
DIF Analysis and Summary: Writ 3A S403 Paper

A large black rectangular box redacting the content of Table 2.2.3.3.1.

Note: The test form is shared between 2A and 3A.

Table 2.2.3.3.2

DIF Analysis and Summary: Writ 3B/C S403 Paper

A large black rectangular box redacting the content of Table 2.2.3.3.2.

Note: The test form is shared between 2BC and 3BC.

2.2.3.4 Grades 4–5

Table 2.2.3.4.1

DIF Analysis and Summary: Writ 4-5A S403 Paper

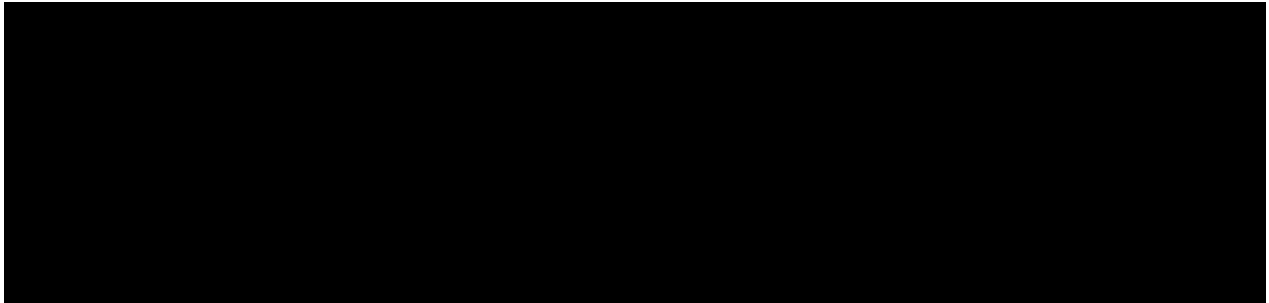
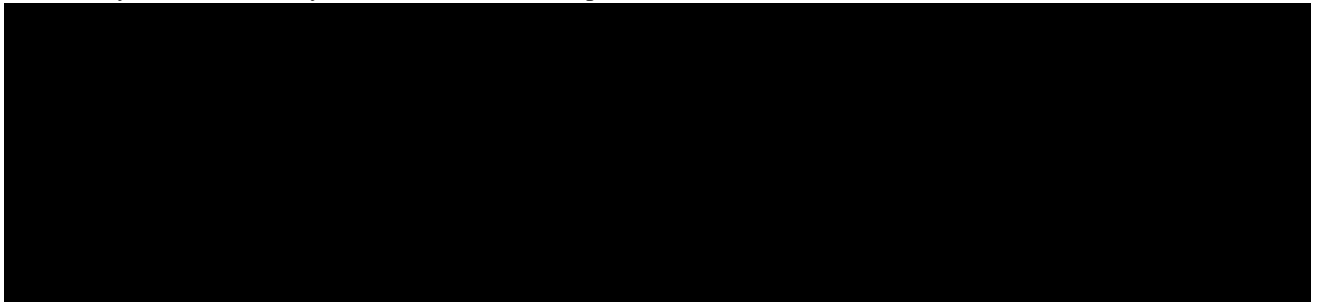
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Table 2.2.3.4.2

DIF Analysis and Summary: Writ 4-5B/C S403 Paper

A large black rectangular box redacting the content of Table 2.2.3.4.2.

2.2.3.5 *Grades 6–8*

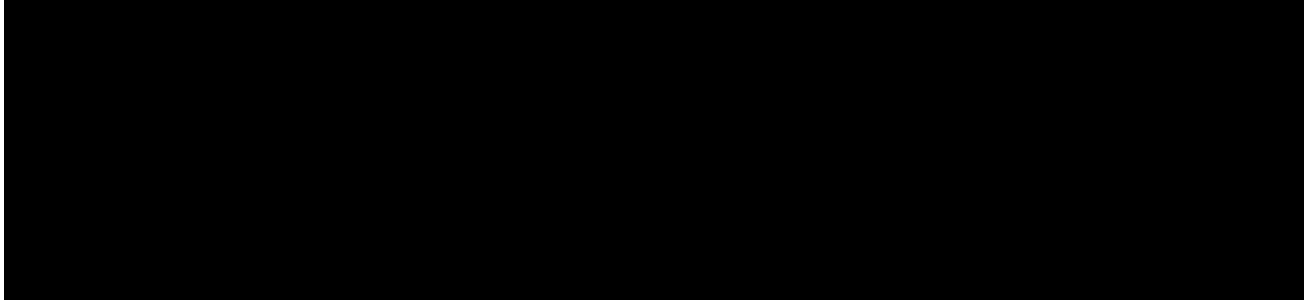
Table 2.2.3.5.1

DIF Analysis and Summary: Writ 6-8A S403 Paper



Table 2.2.3.5.2

DIF Analysis and Summary: Writ 6-8B/C S403 Paper



2.2.3.6 *Grades 9–12*

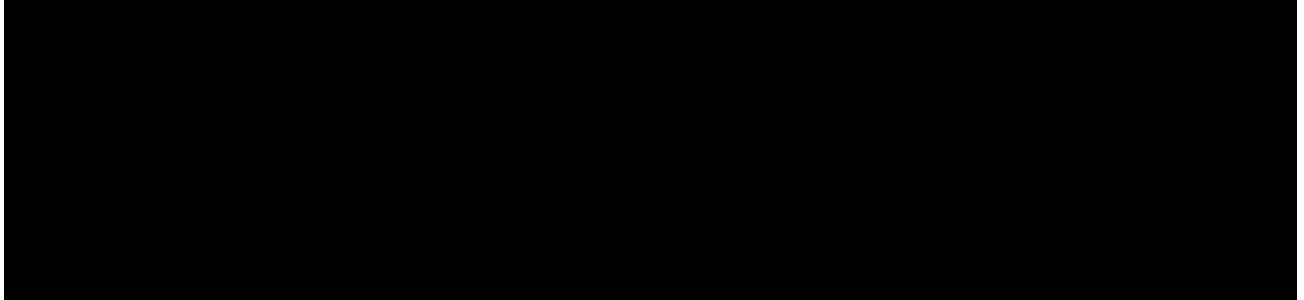
Table 2.2.3.6.1

DIF Analysis and Summary: Writ 9-12A S403 Paper



Table 2.2.3.6.2

DIF Analysis and Summary: Writ 9-12B/C S403 Paper

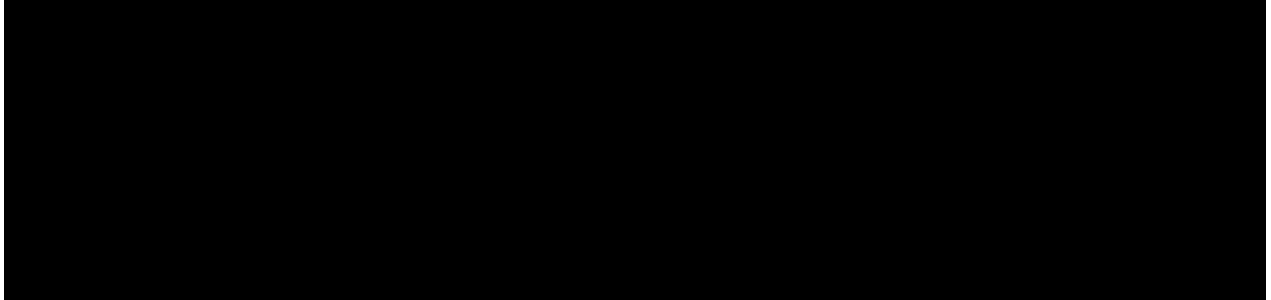


2.2.4 Speaking

2.2.4.0 Kindergarten

Table 2.2.4.0

DIF Analysis and Summary: Spek K S403 Paper

A large black rectangular box redacting the content of Table 2.2.4.0.

2.2.4.1 Grade 1

Table 2.2.4.1.1

DIF Analysis and Summary: Spek 1A S403 Paper

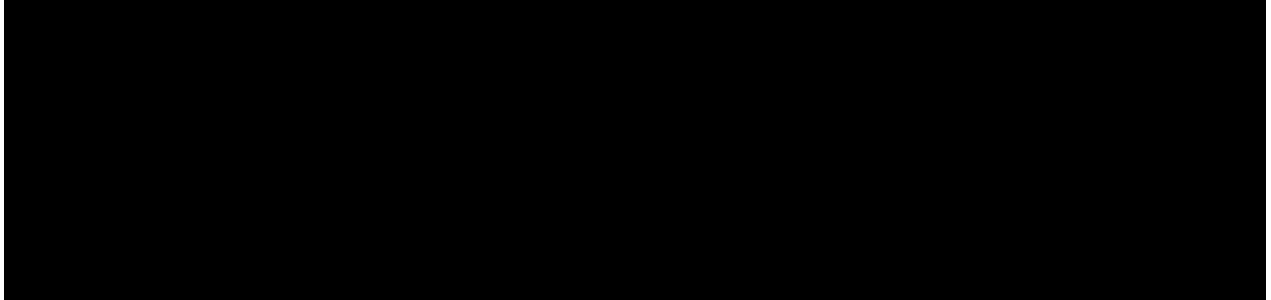
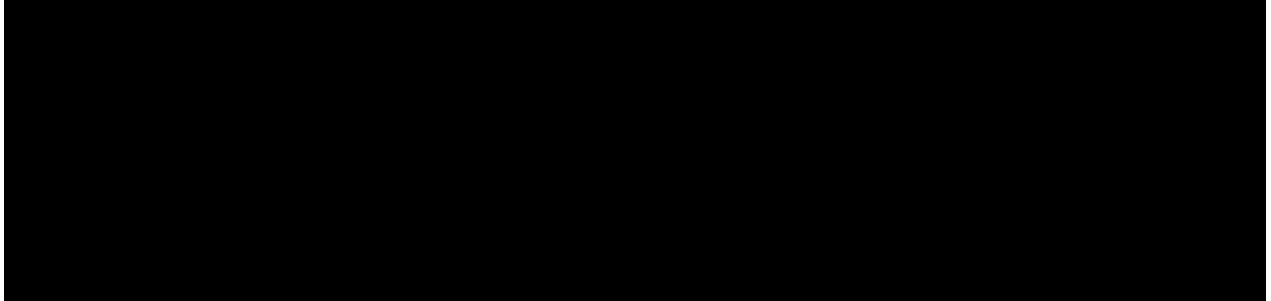
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Table 2.2.4.1.2

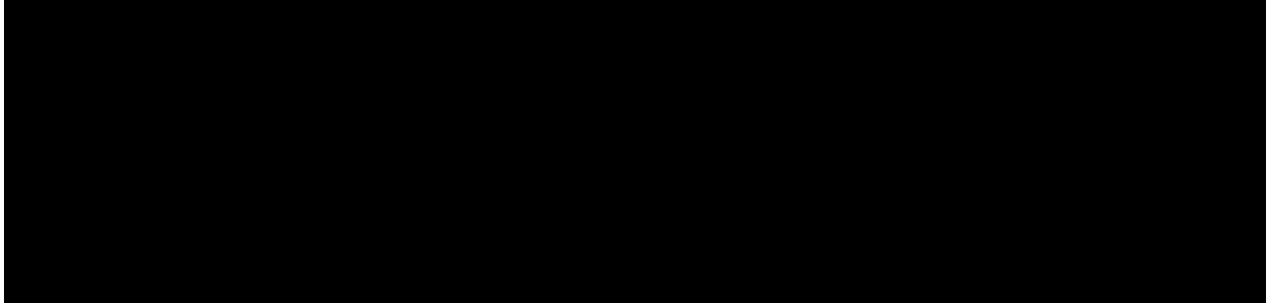
DIF Analysis and Summary: Spek 1B/C S403 Paper

A large black rectangular box redacting the content of Table 2.2.4.1.2.

2.2.4.2 *Grade 2*

Table 2.2.4.2.1


DIF Analysis and Summary: Spek 2A S403 Paper

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Note: The test form is shared between 2A and 3A.

Table 2.2.4.2.2

DIF Analysis and Summary: Spek 2B/C S403 Paper

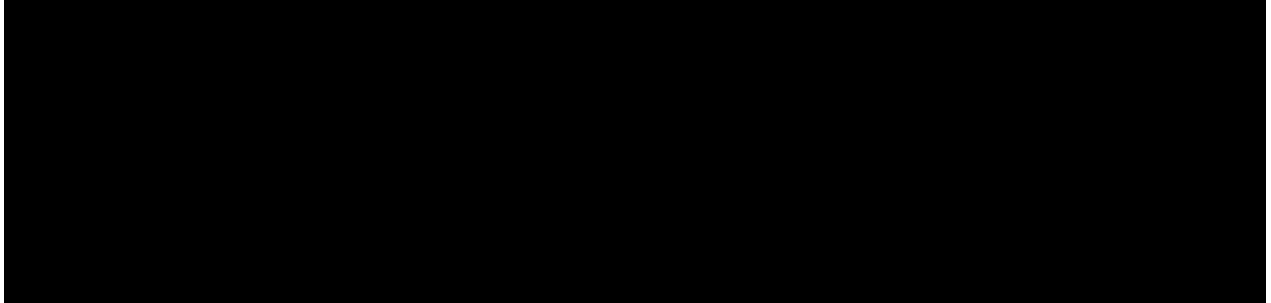
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Note: The test form is shared between 2BC and 3BC.

2.2.4.3 *Grade 3*

Table 2.2.4.3.1

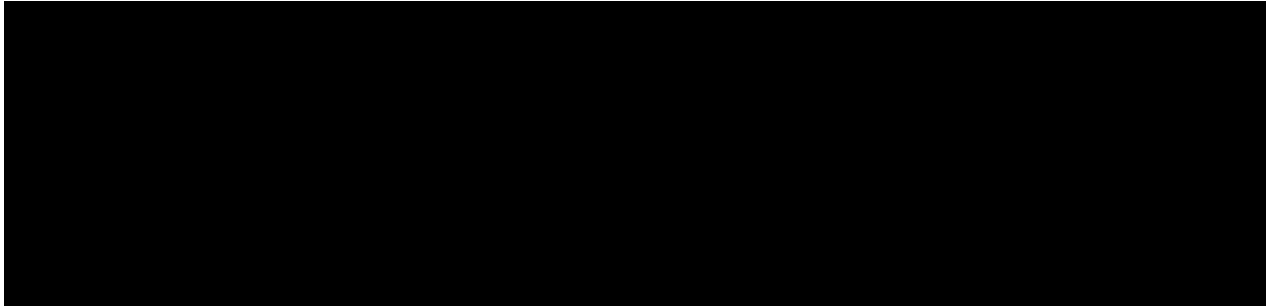
DIF Analysis and Summary: Spek 3A S403 Paper

A large black rectangular box redacting the content of Table 2.2.4.3.1.

Note: The test form is shared between 2A and 3A.

Table 2.2.4.3.2

DIF Analysis and Summary: Spek 3B/C S403 Paper

A large black rectangular box redacting the content of Table 2.2.4.3.2.

Note: The test form is shared between 2BC and 3BC.

2.2.4.4 *Grades 4–5*

Table 2.2.4.4.1

DIF Analysis and Summary: Spek 4-5A S403 Paper

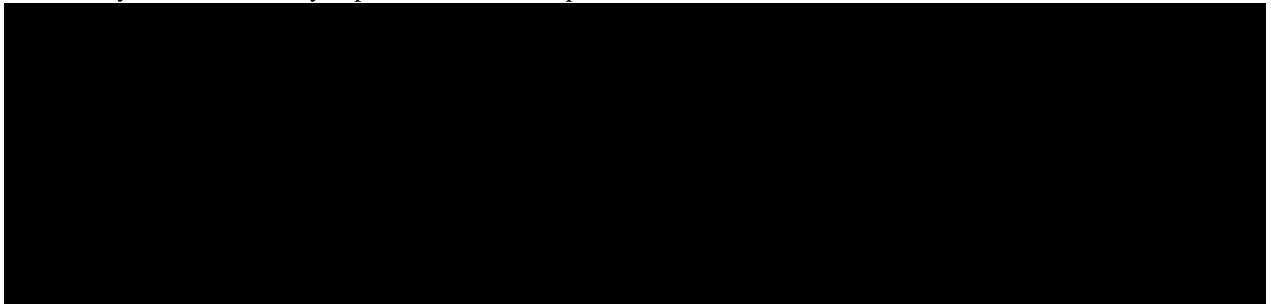
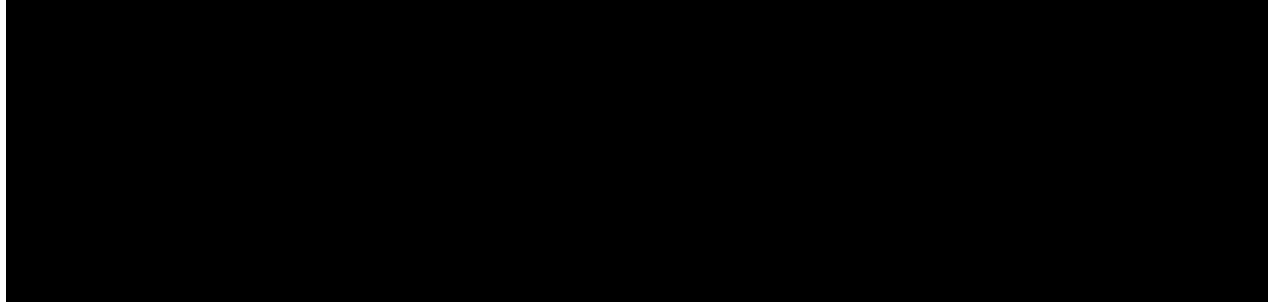
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Table 2.2.4.4.2

DIF Analysis and Summary: Spek 4-5B/C S403 Paper

A large black rectangular box redacting the content of Table 2.2.4.4.2.

2.2.4.5 Grades 6–8

Table 2.2.4.5.1

DIF Analysis and Summary: Spek 6-8A S403 Paper

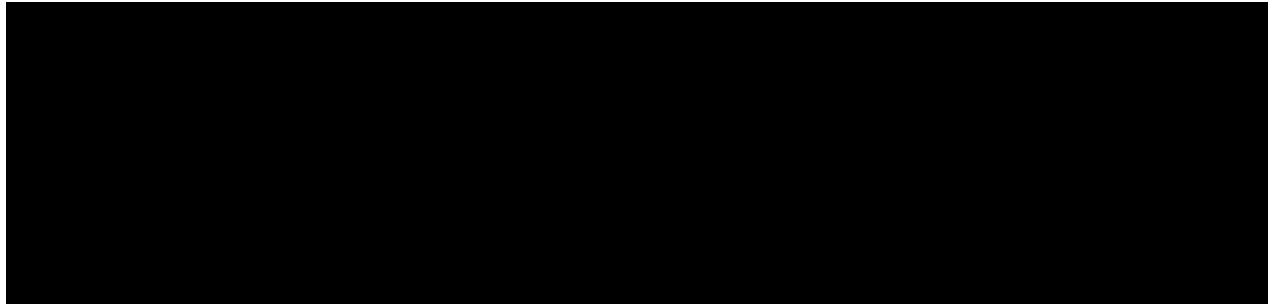
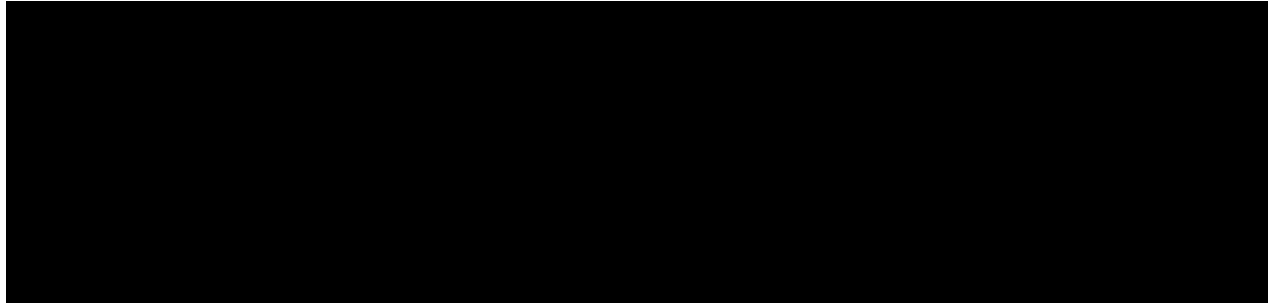
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Table 2.2.4.5.2

DIF Analysis and Summary: Spek 6-8B/C S403 Paper

A large black rectangular box redacting the content of Table 2.2.4.5.2.

2.2.4.6 *Grades 9–12*

Table 2.2.4.6.1

DIF Analysis and Summary: Spek 9-12A S403 Paper

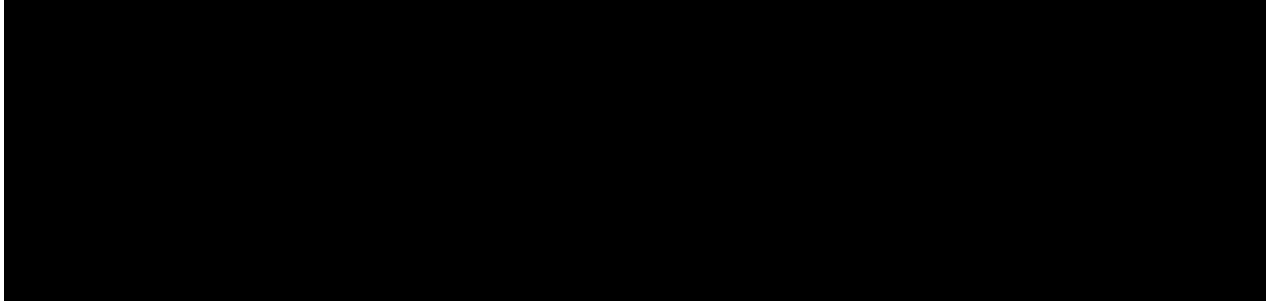
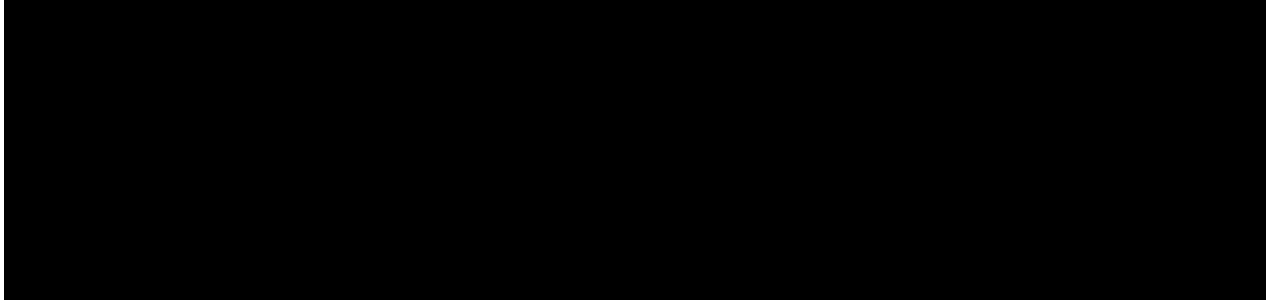
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Table 2.2.4.6.2

DIF Analysis and Summary: Spek 9-12B/C S403 Paper

A large black rectangular box redacting the content of Table 2.2.4.6.2.

2.3 Raw Score Distribution

Figures and tables in this section provide detail on the distribution of raw scores. For each grade-level cluster and tier combination, the figure shows the distribution of the raw scores. The horizontal axis shows the raw scores. The vertical axis shows the number of students (count). Each bar shows how many students received each raw score.

Each table in this section summarizes results for a grade-level cluster and tier combination (e.g., Speaking 4–5 Tier A). For each table, results are broken down by grade and also presented for the grade-level cluster as a whole for that tier. The following information is included in each table:

- The number of students in the analyses (the number of students who were not absent, invalid, refused, exempt, or in the wrong grade-level cluster)
- The minimum observed raw score
- The maximum observed raw score
- The mean (average) raw score
- The standard deviation (std. dev.) of the raw scores

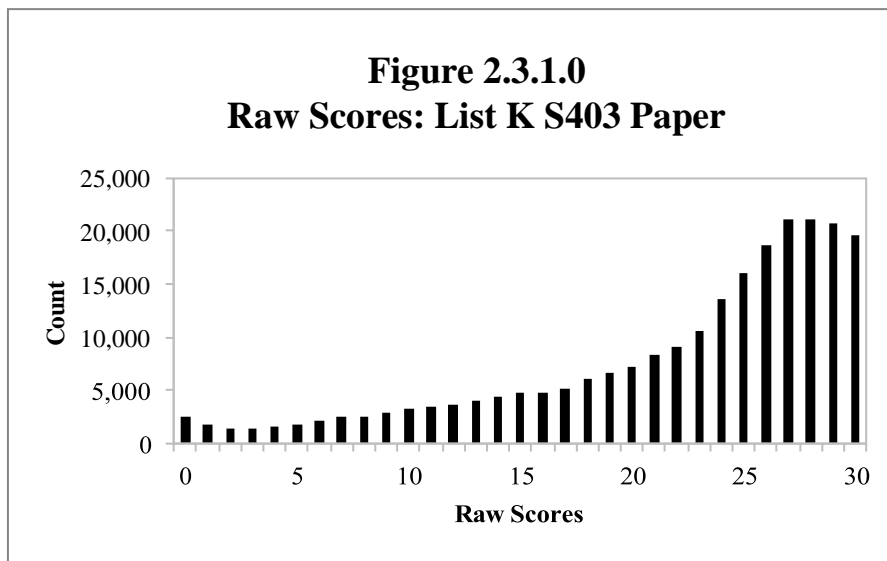
2.3.1 Listening

2.3.1.0 Kindergarten

Table 2.3.1.0

Raw Score Descriptive Statistics: List K S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	232,467	0	30	22.05	7.40
Total	232,467	0	30	22.05	7.40



2.3.1.1 Grade 1

Table 2.3.1.1.1

Raw Score Descriptive Statistics: List 1 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	21,411	1	18	14.21	3.06
Total	21,411	1	18	14.21	3.06

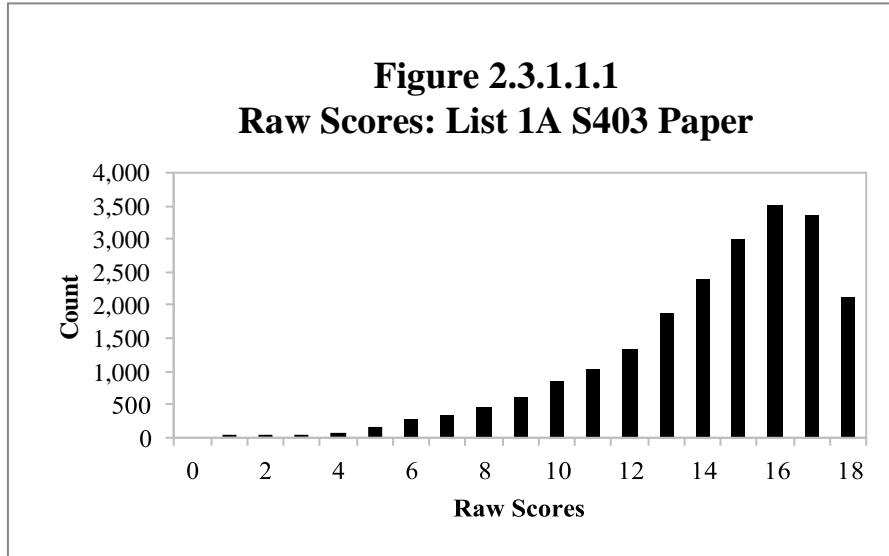
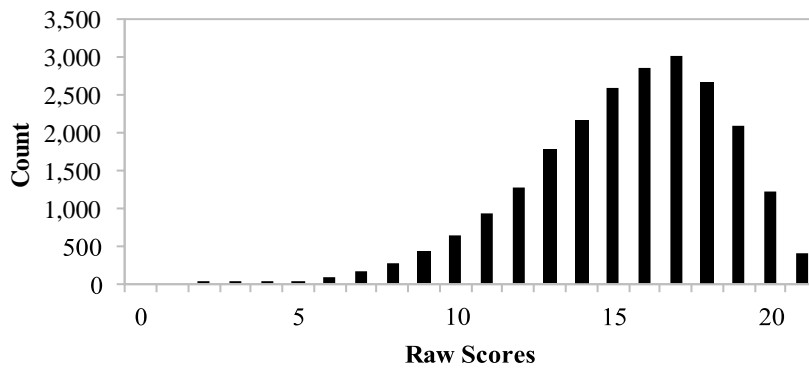


Table 2.3.1.1.2

Raw Score Descriptive Statistics: List 1 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	22,649	2	21	15.45	3.10
Total	22,649	2	21	15.45	3.10

Figure 2.3.1.1.2
Raw Scores: List 1B/C S403 Paper



2.3.1.2 Grade 2

Table 2.3.1.2.1

Raw Score Descriptive Statistics: List 2 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	9,510	1	18	14.27	3.51
Total	9,510	1	18	14.27	3.51

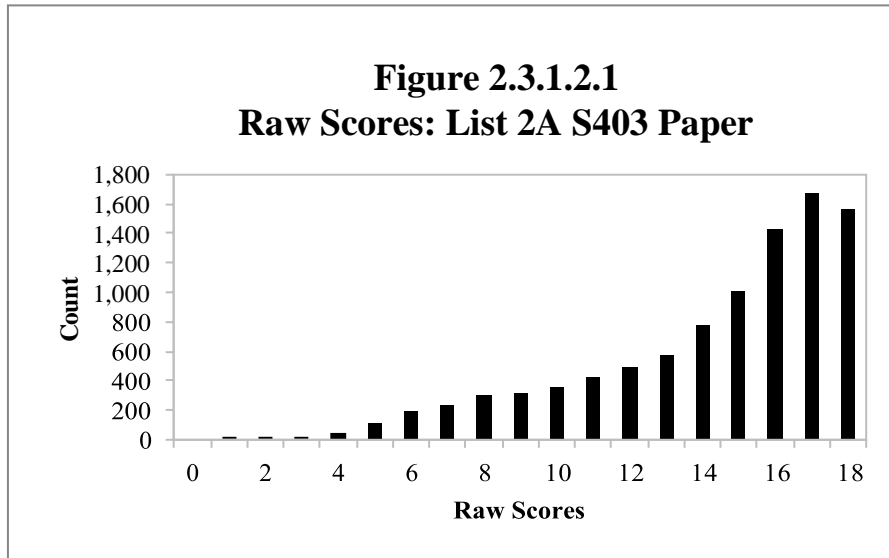
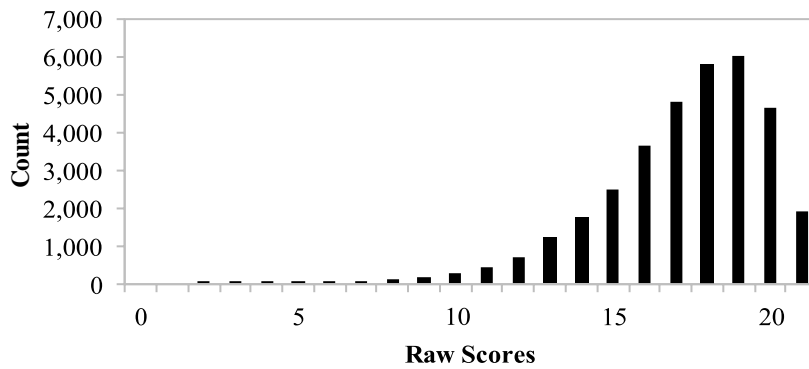


Table 2.3.1.2.2

Raw Score Descriptive Statistics: List 2 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	34,098	2	21	17.26	2.59
Total	34,098	2	21	17.26	2.59

Figure 2.3.1.2.2
Raw Scores: List 2B/C S403 Paper



2.3.1.3 Grade 3

Table 2.3.1.3.1

Raw Score Descriptive Statistics: List 3 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	6,677	0	18	10.82	3.64
Total	6,677	0	18	10.82	3.64

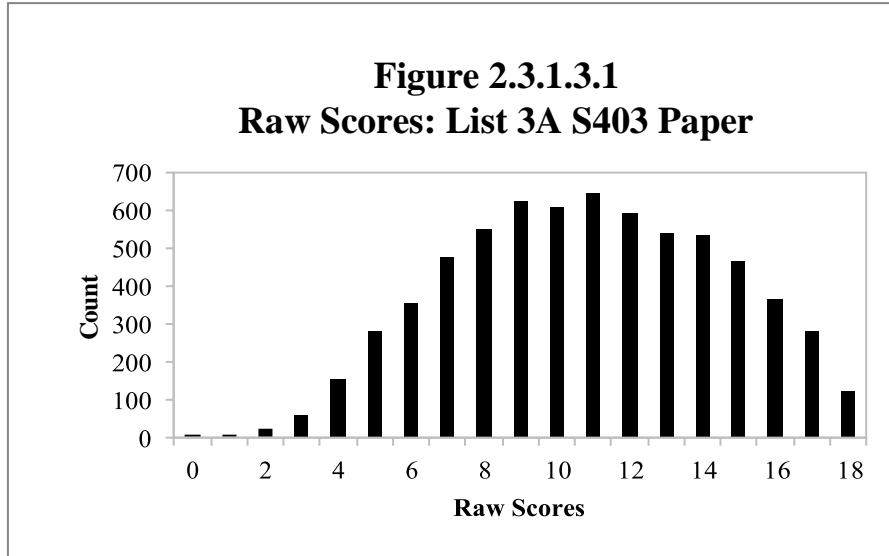
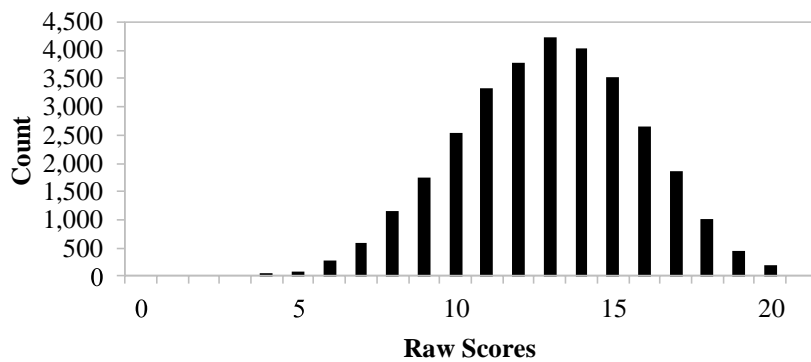


Table 2.3.1.3.2

Raw Score Descriptive Statistics: List 3 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	31,539	2	21	12.95	2.91
Total	31,539	2	21	12.95	2.91

Figure 2.3.1.3.2
Raw Scores: List 3B/C S403 Paper



2.3.1.4 Grades 4–5

Table 2.3.1.4.1

Raw Score Descriptive Statistics: List 4-5 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	5,151	1	18	11.29	3.74
5	4,672	0	18	11.85	3.72
Total	9,823	0	18	11.56	3.74

Figure 2.3.1.4.1
Raw Scores: List 4-5AS403 Paper

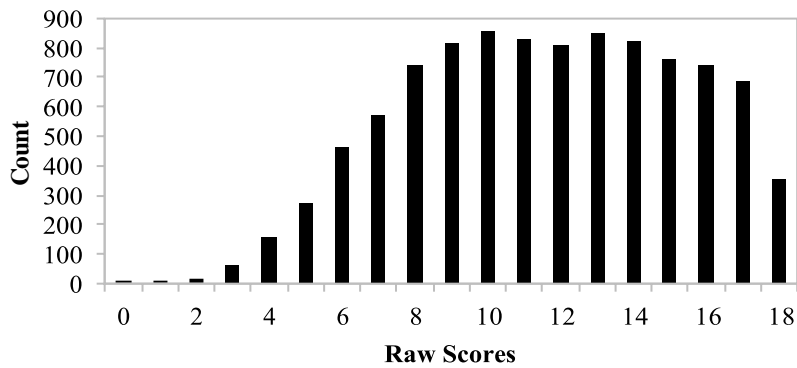
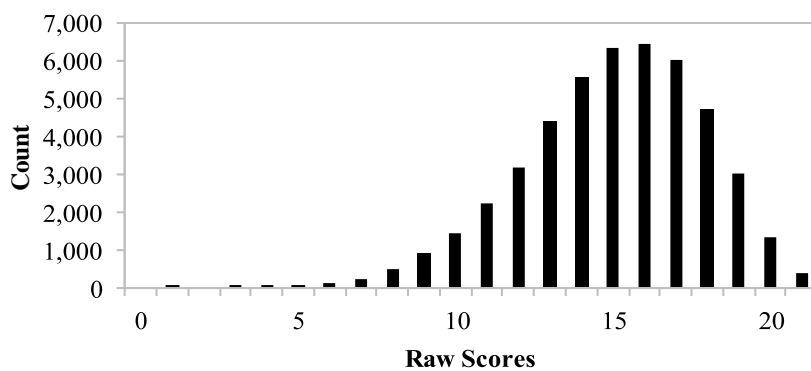


Table 2.3.1.4.2

Raw Score Descriptive Statistics: List 4-5 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	24,947	1	21	14.57	2.84
5	21,907	3	21	15.52	2.80
Total	46,854	1	21	15.01	2.86

Figure 2.3.1.4.2
Raw Scores: List 4-5B/C S403 Paper



2.3.1.5 Grades 6–8

Table 2.3.1.5.1

Raw Score Descriptive Statistics: List 6-8 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	4,608	2	18	10.83	3.55
7	4,620	1	18	10.78	3.61
8	4,595	1	18	10.93	3.52
Total	13,823	1	18	10.85	3.56

Figure 2.3.1.5.1
Raw Scores: List 6-8AS403 Paper

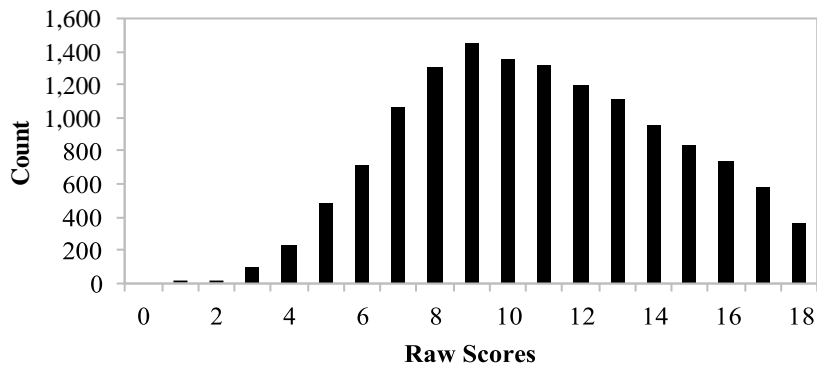
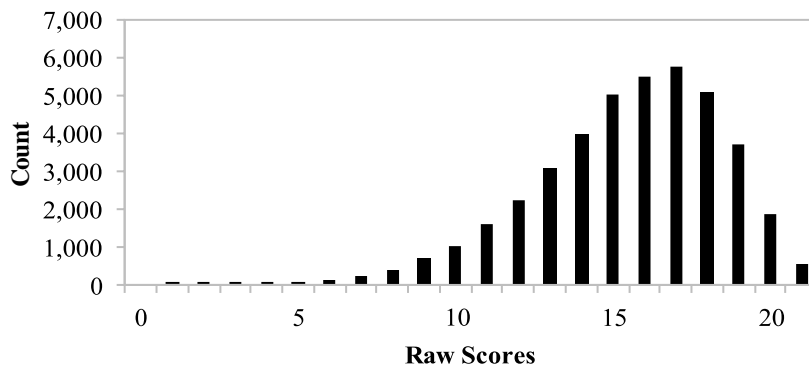


Table 2.3.1.5.2

Raw Score Descriptive Statistics: List 6-8 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	14,755	3	21	14.98	2.90
7	13,876	1	21	15.61	2.93
8	12,232	3	21	16.04	2.90
Total	40,863	1	21	15.51	2.94

Figure 2.3.1.5.2
Raw Scores: List 6-8B/C S403 Paper



2.3.1.6 Grades 9–12

Table 2.3.1.6.1

Raw Score Descriptive Statistics: List 9-12 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	5,242	1	18	10.85	3.03
10	4,033	2	18	11.18	2.89
11	3,371	1	18	11.37	2.96
12	1,803	1	18	11.55	2.81
Total	14,449	1	18	11.15	2.96

Figure 2.3.1.6.1
Raw Scores: List 9-12AS403 Paper

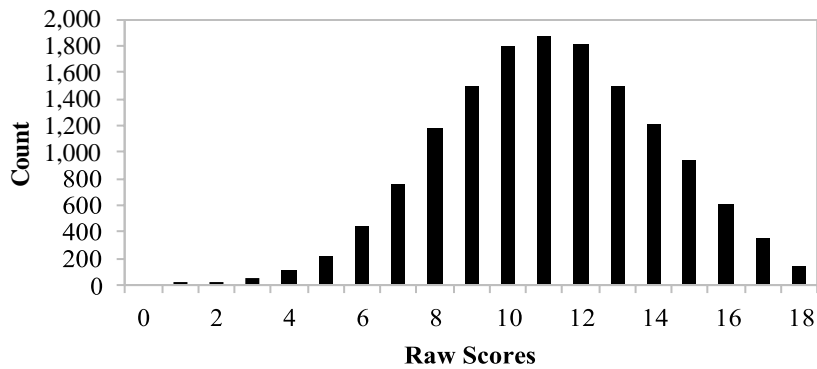
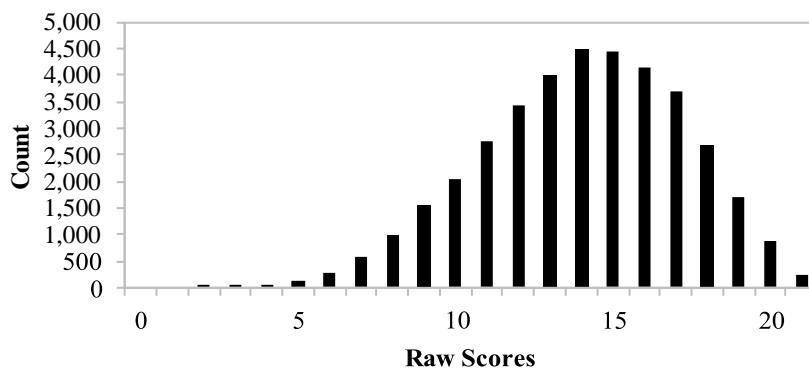


Table 2.3.1.6.2

Raw Score Descriptive Statistics: List 9-12 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	10,966	2	21	13.93	3.15
10	10,688	2	21	14.07	3.23
11	9,741	2	21	14.23	3.26
12	6,723	2	21	13.79	3.27
Total	38,118	2	21	14.02	3.22

Figure 2.3.1.6.2
Raw Scores: List 9-12B/C S403 Paper



2.3.2 Reading

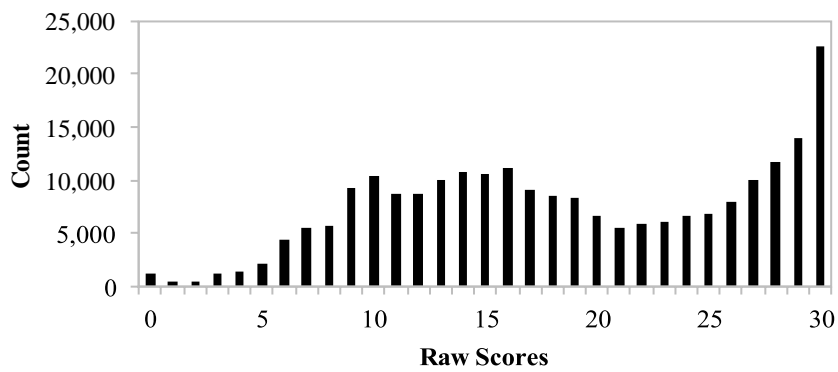
2.3.2.0 Kindergarten

Table 2.3.2.0

Raw Score Descriptive Statistics: Read K S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	232,458	0	30	18.72	7.86
Total	232,458	0	30	18.72	7.86

Figure 2.3.2.0
Raw Scores: Read K S403 Paper



2.3.2.1 Grade 1

Table 2.3.2.1.1

Raw Score Descriptive Statistics: Read 1 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	20,670	0	24	11.49	4.22
Total	20,670	0	24	11.49	4.22

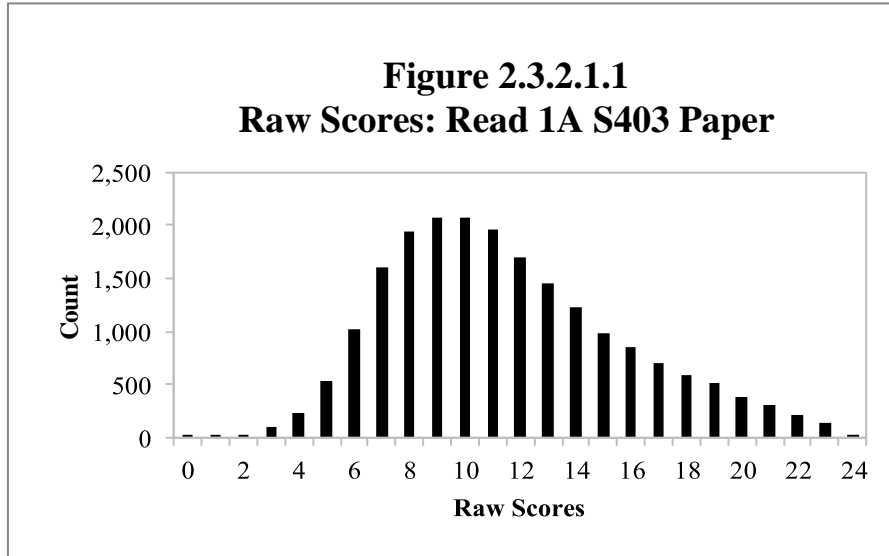
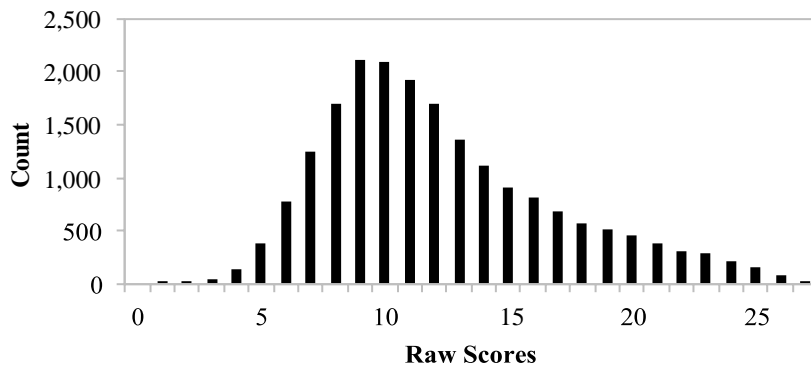


Table 2.3.2.1.2

Raw Score Descriptive Statistics: Read 1 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	19,990	1	27	12.24	4.70
Total	19,990	1	27	12.24	4.70

Figure 2.3.2.1.2
Raw Scores: Read1B/C S403 Paper



2.3.2.2 Grade 2

Table 2.3.2.2.1

Raw Score Descriptive Statistics: Read 2 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	9,050	1	24	13.29	5.02
Total	9,050	1	24	13.29	5.02

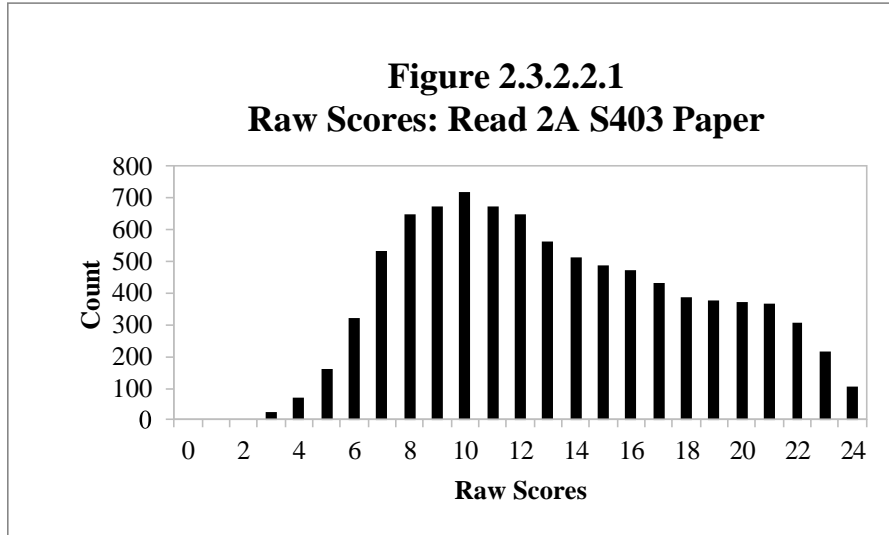
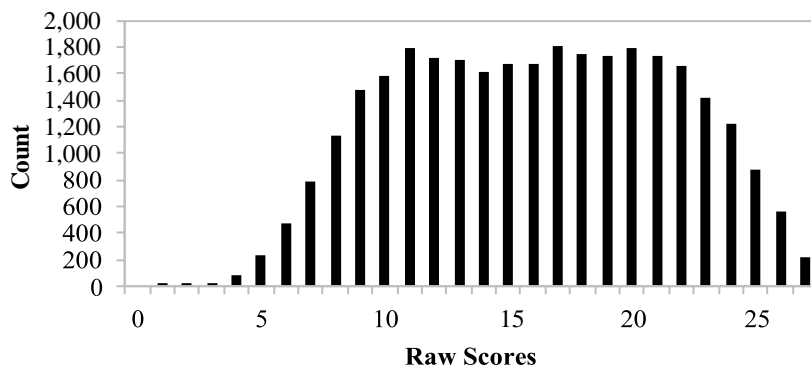


Table 2.3.2.2.2

Raw Score Descriptive Statistics: Read 2 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	30,770	1	27	16.06	5.44
Total	30,770	1	27	16.06	5.44

Figure 2.3.2.2.2
Raw Scores: Read2B/C S403 Paper



2.3.2.3 Grade 3

Table 2.3.2.3.1

Raw Score Descriptive Statistics: Read 3 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	6,297	0	24	12.08	4.77
Total	6,297	0	24	12.08	4.77

Figure 2.3.2.3.1
Raw Scores: Read 3A S403 Paper

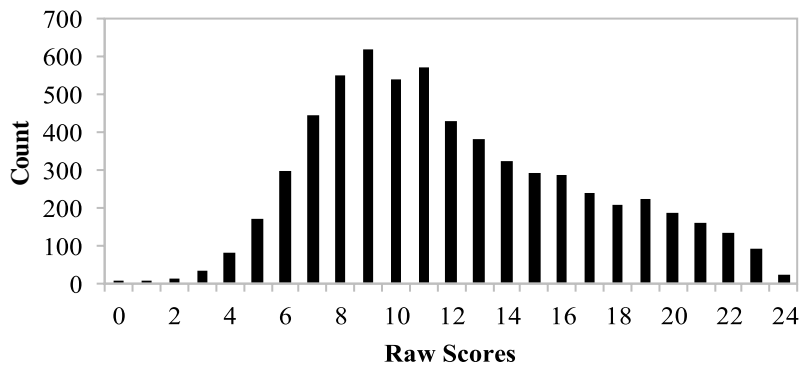
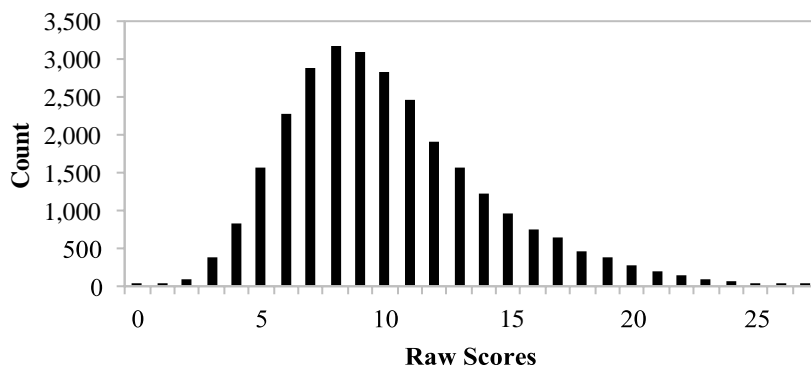


Table 2.3.2.3.2

Raw Score Descriptive Statistics: Read 3 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	28,234	0	27	10.09	4.09
Total	28,234	0	27	10.09	4.09

Figure 2.3.2.3.2
Raw Scores: Read3B/C S403 Paper



2.3.2.4 Grades 4–5

Table 2.3.2.4.1

Raw Score Descriptive Statistics: Read 4-5 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	4,886	0	24	13.45	5.03
5	4,488	2	24	14.52	5.16
Total	9,374	0	24	13.97	5.12

Figure 2.3.2.4.1
Raw Scores: Read 4-5AS403 Paper

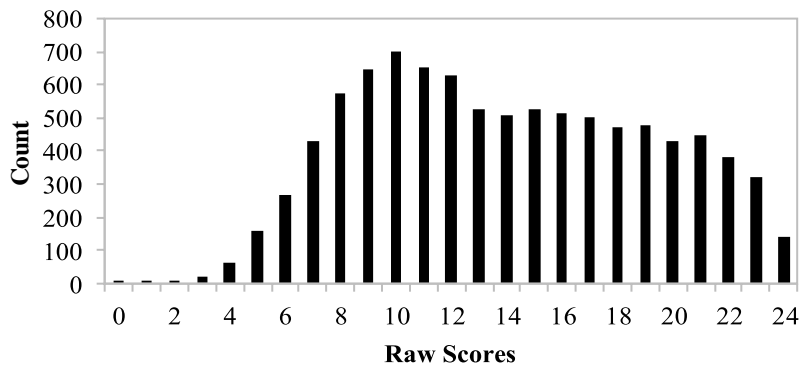
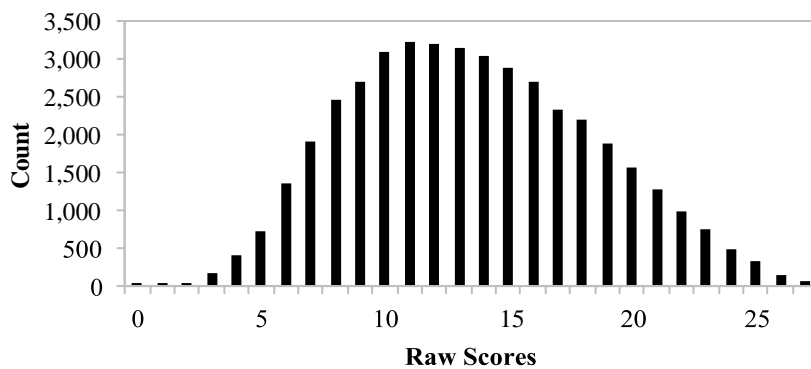


Table 2.3.2.4.2

Raw Score Descriptive Statistics: Read 4-5 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	22,795	0	27	12.59	4.59
5	20,196	1	27	14.62	4.98
Total	42,991	0	27	13.55	4.89

Figure 2.3.2.4.2
Raw Scores: Read 4-5B/C S403 Paper



2.3.2.5 Grades 6–8

Table 2.3.2.5.1

Raw Score Descriptive Statistics: Read 6-8 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	4,411	0	24	11.35	4.52
7	4,402	1	24	11.76	4.68
8	4,384	0	24	12.41	4.75
Total	13,197	0	24	11.84	4.67

Figure 2.3.2.5.1
Raw Scores: Read 6-8AS403 Paper

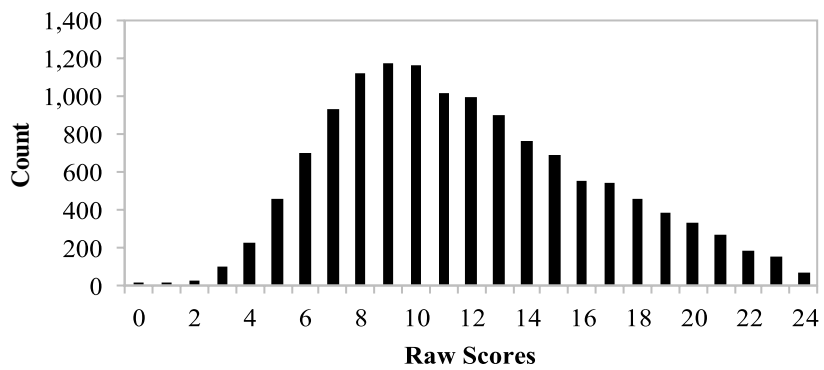
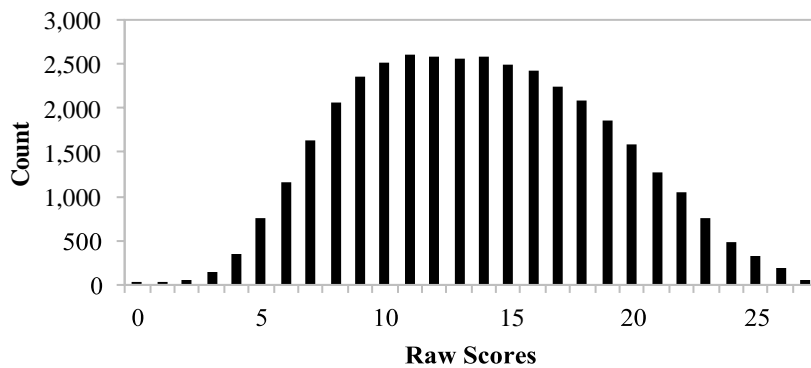


Table 2.3.2.5.2

Raw Score Descriptive Statistics: Read 6-8 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	13,562	1	27	12.29	4.53
7	12,996	0	27	13.95	4.95
8	11,535	1	27	15.48	5.14
Total	38,093	0	27	13.82	5.03

Figure 2.3.2.5.2
Raw Scores: Read 6-8B/C S403 Paper



2.3.2.6 Grades 9–12

Table 2.3.2.6.1

Raw Score Descriptive Statistics: Read 9-12 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	5,116	2	24	13.48	4.51
10	3,930	1	24	14.35	4.52
11	3,299	2	24	14.81	4.54
12	1,759	2	24	15.44	4.31
Total	14,104	1	24	14.28	4.55

Figure 2.3.2.6.1
Raw Scores: Read 9-12AS403 Paper

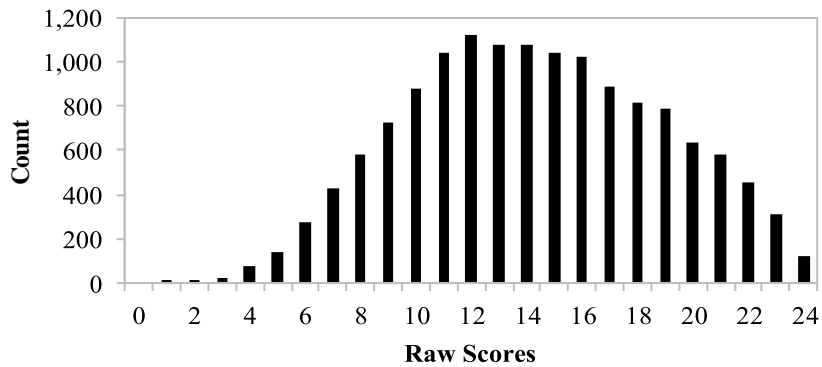
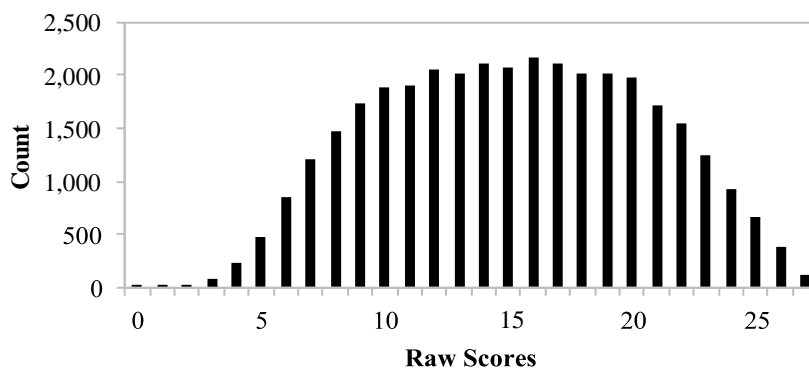


Table 2.3.2.6.2

Raw Score Descriptive Statistics: Read 9-12 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	9,895	1	27	14.49	5.19
10	9,792	1	27	15.23	5.33
11	8,975	0	27	15.99	5.52
12	6,352	2	27	14.99	5.34
Total	35,014	0	27	15.17	5.37

Figure 2.3.2.6.2
Raw Scores: Read 9-12B/C S403 Paper



2.3.3 Writing

2.3.3.0 Kindergarten

Table 2.3.3.0

Raw Score Descriptive Statistics: Writ K S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	232,459	0	17	8.10	4.28
Total	232,459	0	17	8.10	4.28

Figure 2.3.3.0
Raw Scores: Writ K S403 Paper

